

**IMPROVING STUDENTS' WRITING SKILLS THROUGH COMIC
STRIPS IN GRADE VIII OF SMP N 1 NGEMPLAK**

A Thesis

Presented as a Partial Fulfilment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Language Education



By
Yuliana Istiyani
08202244021

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2013**

APPROVAL SHEET

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A Thesis

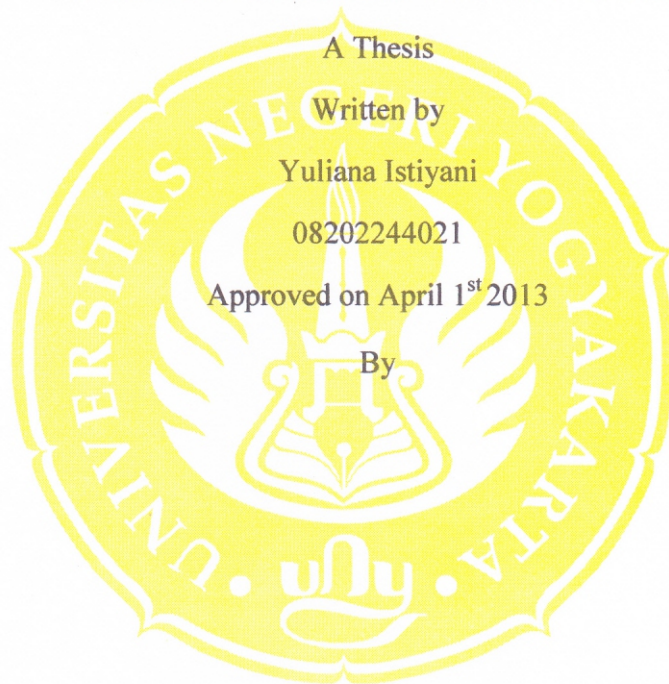
Written by

Yuliana Istiyani

08202244021

Approved on April 1st 2013

By



First Consultant,

Drs. Suharso, M. Pd.
NIP.19591006 198403 1 002

Second Consultant,

Siti Sudartini, M. A.
NIP. 19760311 200501 2 001

RATIFICATION

IMPROVING STUDENTS' WRITING SKILLS THROUGH COMIC STRIPS IN GRADE VIII OF SMP N 1 NGEMPLAK

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Written by

Yuliana Istiyani

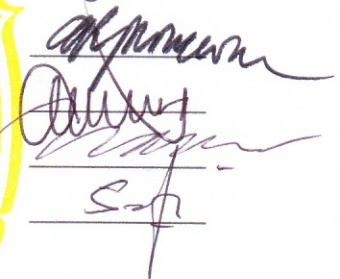
08202244021

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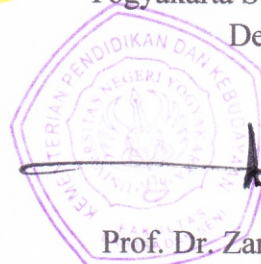
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Faculty of Languages and Arts
Yogyakarta State University
Dean,



Prof. Dr. Zamzani, M.Pd.
NIP 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : **Yuliana Istiyani**
NIM : 08202244021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

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Penulis,



Yuliana Istiyani

DEDICATION

I fully dedicate this thesis to my beloved mother and father.

MOTTOS

So verily, with the hardship, there is relief,

Verily, with the hardship, there is relief.

(QS. Al - Insyirah: 5-6)

Life is a climb, but the view is great.

(Travis Brody – Hannah Montana)

“The reason I get what most don’t is because I am willing to do what most won’t!”

(Oprah Winfrey)

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LIST OF ABBREVIATION

BSNP (Badan Standar Nasional Pendidikan)

Depdiknas (Departemen Pendidikan Nasional)

KTSP (Kurikulum Tingkat Satuan Pendidikan)

IMPROVING STUDENTS' WRITING SKILLS THROUGH COMIC STRIPS IN GRADE VIII OF SMP N 1 NGEMPLAK

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ABSTRACT

This research is aimed at improving students' writing skills through comic strips in the eighth grade of SMP N 1 Ngemplak, in the first semester of the 2012/2013 academic year.

This was an action research study. It was carried out from October 12th to November 20th 2012. The participants of the research were the researcher, 35 students of class VIII D and three research collaborators. It was conducted in two cycles. The research was begun by gathering the initial information of the field problems, namely reconnaissance. Then, a series of planning, actions, and observation were done. There were two kinds of data in this research, namely quantitative and qualitative data. The quantitative data were obtained by conducting a pre-test at the beginning of the research and a post-test at the end of the research to measure the students' writing skills. Then, the qualitative data were obtained by conducting classroom observations and interviews. The quantitative data were analyzed by measuring the means and standard deviations of the students' writing scores. The researcher also performed a paired-samples t-test to find out the difference between the means of the pre-test and post-test. The qualitative data were analyzed through data collection, data reduction, data display, and conclusion drawing and verification. The validity of the qualitative data was gained through the five criteria of validity. Those were democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity.

Through the cycles in this research, positive changes happened to the students' writing skills, such as developing ideas and using the text organization, grammar, vocabulary, and mechanics, as well as the teaching and learning process. Regarding the quantitative data, the means of the students' writing scores from the pre-test and post-test are compared to the ideal mean, namely 12.5. The means are 8.67 and 14.67 respectively. The t-test reveals that the t value is -11.14 and the significance level of the difference is 0.00. This indicates that the difference between the means is significant. The qualitative data also reveal that the teaching of writing through comic strips has improved the students' interest in learning recount texts. In conclusion, the teaching of writing through comic strips has effectively improved the students' writing skills.

CHAPTER I INTRODUCTION

A. Background of the Study

Learning English in junior high schools involves learning the four language skills, namely listening, reading, speaking and writing (Depdiknas, 2006:3). Therefore, writing is one of the skills which are taught in junior high schools. The teaching of writing holds its own importance among other skills. Writing is not only to reinforce what students have learned in other skills, but also to learn and teach with its own characteristics. Writing consists of subskills that are needed to learn so that students can produce good written texts.

In the teaching and learning process, the students are demanded that they produce written texts. They should be able to produce written texts within varied genres by developing ideas and using grammatical patterns, text organizations, appropriate vocabulary, and mechanics. Based on the competency standards and basic competencies for teaching English in junior high schools, there are a number of genres that students learn during the teaching and learning process in grade eight. Therefore, they have to be able to produce written texts according to the genres they have learned. However, junior high school students are facing challenges to achieve the competency standards and basic competencies for writing because of the complexity of writing itself. Furthermore, the writing process itself covers several steps to finally produce a final product so that it takes times for students to produce written texts. In doing so, they should master the subskills of writing. However, many of them find it difficult to produce written texts because they lack those subskills.

Regarding the use of the media, the teacher used the exercises in the workbook, so that sometimes the media were not sufficient to stimulate students' attention and ideas. Therefore, teachers need to use alternative teaching media to help the students learn to write better. Here, the researcher proposed comic strips to be used in teaching writing to the students. Using the sequence in comic strips is aimed to help the students to recognize the organization of a recount text. Regarding the range of the students' vocabulary, good stimuli are necessary to expand it. Interesting learning sources are good stimuli. Pictures in comic strips are interesting. Those are good stimuli for students to generate vocabulary. Pictures contained in the comic strips can also be used for eliciting vocabulary in introducing the writing themes to the students. The story within the comic strips itself is also interesting. It tells students how the events happen in a sequence, which later can be used to teach the text organization, the rhetorical form that is needed to compose a good written text.

Comic strips were proposed to be used as teaching media. It was aimed to help students improve their skills in developing ideas, organizing the text, using grammar, choosing appropriate vocabulary and using mechanics.

B. Identification of the Problems

After interviewing the English teacher, the researcher found a number of problems regarding the students' writing skills and the teaching and learning of writing in SMP N 1 Ngemplak. Those problems in students' writing skills were the difficulties that the students found in developing their ideas and using the text

organization, grammatical patterns, vocabulary, and mechanics. There were also other problems in the teaching and learning process of writing such as students' undisciplined habits in submitting their assignments and copying their friends' writings.

The first, the students found it difficult to write a piece of writing since they were confused about the things they wanted to write. They also were not familiar with using the preliminary steps before writing, so that they directly wrote their writings in one step. Without planning, their writings only consisted of some sentences. The number of sentences that a student could produce was usually less than what was required. It has become the concern of the researcher to introduce them to the writing process and present media that are interesting to stimulate their ideas.

The second, the students were used to writing their writings in the incomplete organization. Most of them, especially if they were required to write a recount text, they missed the last part of the text and few connectors. They should be given more practice in using the text organization and sentence connectors.

The third, most of the students often wrote grammatically incorrect phrases and sentences and used incorrect prepositions. Since recount texts are among the text types they should learn, they must be able to use the past tense. However, they did not fully master the use of the past tense. They found it difficult in using regular or irregular verbs. As a result, they mixed the use of the tenses that they learned in the previous lessons. They also tended to use incorrect verbs that they mistakenly formed from nouns, adjectives, and adverbs.

The fourth, the students had limited vocabulary to produce writings. Since they often ran out of vocabulary, they did not write the sentences as many as they should. Furthermore, they frequently used inappropriate word choices, for example, they used adjective for verbs, verbs for adjectives, and adverbs for adjectives.

The fifth, the students had some problems regarding the use of mechanics in writing. Mostly, they wrote their writings in one-paragraph long. Other problems were present in using the capitalization, punctuation, and misspelling the words. They frequently wrote incorrect capital letters, used commas in places where they should not and did not include full stops at the end of their sentences.

Regarding the teaching and learning of writing, most of the students were reluctant to complete writing assignments. The teacher finally gave additional activities for them as the punishment for not submitting the assignments or directed them to directly finish their works during the lesson, so that the teacher could evaluate their works in the books submitted.

Considering the problems existing in the teaching and learning of writing, the researcher proposed comic strips to improve the students' writing skills. Since comic strips are interesting, they can be used to stimulate the students to write in the first place. She tried to improve their writing skills by using those comic strips as the media to practice developing ideas and using the text organization, grammatical patterns, vocabulary, and mechanics.

C. Limitation of the Problems

Based on the degree of importance, the researcher chose some problems to be considered in order to improve the students' writing skills. Those were difficulties in developing ideas and using the text organization, grammatical patterns, vocabulary, and mechanics.

D. Formulation of the Problem

How can the students' writing skills be improved through the use of comic strips?

E. Objective of the Study

This study is expected to improve the students' writing skills through the use of comic strips.

F. Significance of the Study

a. Theoretical Significance

The findings of the research are expected to give more information on using comic strips to teach writing in the English teaching and learning process, especially in junior high schools.

b. Practical Significance

1. English department students

Hopefully, the result of this research adds the students' knowledge about teaching writing to junior high school students through comic strips.

2. Other researchers

The result of the study is expected to be a reference in teaching writing to junior high school students through comic strips.

3. English teachers

The result of this study is expected to give ideas to English teachers to use comic strips in teaching writing.

CHAPTER II LITERATURE REVIEW

A. Theoretical Review

1. Writing

a. The Nature of Writing

Writing is one of the productive skills that language learners have to learn. Lenneberg in Brown (2001:334) argues that human beings universally learn to talk, but writing is a learned behavior. It is supported by Harmer (2007:3), who states that spoken language is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned. As a matter of fact, Richards and Renandya (2002:303) argue that it is the most difficult skill to be mastered by foreign language learners.

As one of the productive skills, writing involves producing language rather than receiving it. It involves communicating a message (something to say) by making signs on a page. A writer needs a message and a reader to whom the message is communicated (Spratt, Pulverness, & William, 2005:26). Similar to the previous notion, Ur (1991:163) states that the purpose of writing is the expression of ideas, the conveying a message to the reader. To be able to communicate the message, the writing must be good. Therefore, making a good piece of writing means that it requires the ability to write grammatically correct sentences and organize them logically into paragraphs and essays (Oshima & Hogue, 1999). There are also other two important aspects in order to make a good piece of writing. McCarthy (2000:25-26) states that the two important aspects in writing are cohesion and coherence. Cohesion is the surface links between the

clauses and sentences of a text, while coherence is the feeling that the elements of a text are bound together, that it makes sense, and is not only a group of sentences. Those two aspects eventually determine the quality of the structure and the flow of ideas of a written product.

On the way to produce a written text, Brown and Hood (1989:3) state that the students often feel that they do not have the necessary knowledge and experience of language that writing demands. Moreover, it becomes hard when they should think about grabbing the first interesting sentence, are blank about what to write, and find that writing is to find interesting stuff to write (Grenville, 2001:iv). This is because of the complexity of the writing process. The writing process itself involves several steps. In the writing process, there are planning, drafting, and editing in which the learners use the characteristics of written language and the aspects of writing (Harmer, 2007:326). Beside, the writing process is recursive and cyclical which means that a writer may go to some steps repeatedly until the final draft is produced.

b. Characteristics of Written Language

Experts argue that the written language bears some characteristics which distinguish it from the spoken language. As stated by Brown (2001:341-342), there are a number of characteristics of written language from a writer's point of view. Those are permanence, production time, distance, orthography, complexity, vocabulary, and formality. To have a concise view about those characteristics, it can be argued that during the production time up to the submission of the written

product, thorough revisions to the grammar, spelling, vocabulary, and organization are needed to produce a good writing according to its purpose.

1) Permanence

The notion of permanence of written language is supported by Ur (1991:159), who states that writing discourse is fixed and stable, so reading can be done at whatever time, speed, and level of thoroughness the individual reader wishes. In addition, Brown (2001:341) argues that once a finished written product is delivered to its audience, the writer cannot re-edit his or her written work. Because of that, thorough refinements and revisions must be made before submitting the final draft of the written work.

2) Production Time

Assuming that a writer is given a sufficient length of time to produce a piece of writing, the writer will be able to present a good writing (Brown, 2001:339). However, in the school context, the students deal with the time limitation so that the students must produce written texts in an efficient and effective manner.

3) Distance

The writing of a text is detached in time and space from its reading. In this case, a writer normally works alone, and may not be acquainted with his or her readers (Ur, 1991:161). Because of that, what the writers must do is anticipating

their audience that requires positioning the writing from the point of view of the audience by predicting the audience's knowledge and interpretations (Brown, 2001:342). Often, it is extremely difficult to define the audience (Broughton, Brumfit, Flavell, Hill and Pincas, 2003:116).

4) Orthography

Many different writing systems have evolved around the world (Harmer, 2004:1). The English language uses alphabets in its written form (Brown, 2001:342). In order to produce a written text in English, students must be able to write using alphabets. Here, some students may encounter a number of difficulties when their native languages have different orthography from English (Harmer, 2007:324).

5) Complexity

A written text is complex in terms of clauses, redundancy, and the extraction of meaning from written codes (Brown, 2001: 305). Writers should write concisely, cohesively, and coherently. They also should make references to other elements in a text, create grammatical variety and use appropriate register.

6) Vocabulary

A greater variety of lexical items is used in written English (Brown, 2001:305). Writers have to build their vocabulary (Thornbury, 2002:53) and learn to take benefit from the extensive numbers of English words (Brown, 2001:342).

7) Formality

Formality refers to the rules of form that certain written messages must follow. A written text conforms certain conventional rules of grammar, and its vocabulary is more precise and formal (Ur, 1991:161). In producing writings, a writer must use organizational formality and formal features of a written text.

c. Microskills for Writing

According to Brown (2004: 221), there are a number of subskills for writing. Those subskills are categorized into micro and macro skills. Among the microskills are producing letters and words in the English writing system, writing at an efficient rate to suit the purpose of writing, using acceptable words and appropriate word order patterns, using correct grammatical features, paraphrasing, and using cohesive devices. Then, the macroskills include using generic structures of written texts, achieving the communicative purposes of written texts, producing coherent writings, developing ideas, differentiating literal meanings from implied meanings, using references based on contexts, and applying writing strategies.

This research focuses on improving several subskills that are feasible to acquire in order to help the students learn writing better. In short, those include using grammatical patterns, choosing appropriate vocabulary, and using correct mechanics as well as developing ideas and using the text organization.

d. Elements in the Writing Process

Harmer (2007:6) proposes the following process wheel to describe the four elements in the writing process. The four elements are planning, drafting, editing, and producing the final version of the written text. In addition, he suggests that the writing process most writers go through is recursive.

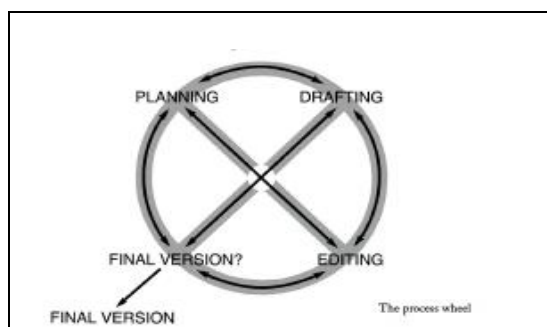


Figure 1: **The Writing Process Wheel**

Firstly, planning involves thinking about the purpose of writing the text, the information in the text, the language to use, vocabulary, and the organization of the text. Seow in Richards and Renandya (2002:316) states that planning includes any activity that encourages students to write. This is called as pre-writing activity. It prepares students for getting started, generating ideas and gathering information for writing. In this process, brainstorming takes place. Discussions, free writing, and WH-questions can be used to start to think about the topic (Brown, (2001:348) and Seow in Richards and Renandya (2002:316)) and students benefit from other people contributions (Maxom, 2009:162).

Secondly, drafting is producing the initial form and the revisions of the written text. Brown (2001: 348) argues that drafting is viewed as an important and complex set of strategies that needs time, patience, and trained instruction. In its simplest definition, Seow in Richards and Renandya (2002:316) mentions this

stage as the first attempt at writing. He states that at the drafting stage, the writers focus on the fluency of writing and do not fully pay attention to the grammatical accuracy or the neatness of the draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version (Harmer, 2007:5).

Thirdly, editing is reflecting and revising the drafts in order to produce a better written text. Writers usually read through their written works to examine the parts that probably need more information, additional paragraphs or re-structuring. Details on grammatical accuracy are amended after getting the general meaning and structure (Harmer, 2007:5). After a number of drafting, editing and re-drafting, finally the final version of the written text is completed and submitted.

e. Writing Activities

Harmer (2007:63-83) proposes a number of activities for writing. The activities are divided into three main categories. They are instant writing, which is mainly focused on producing short written texts such as sentences and poems, collaborative writing, which includes pair works, group works and dictogloss, and writing to each other which imitates the use of writing for daily communications such writing emails and chatting.

f. Teacher Roles in Teaching Writing

Harmer (2007:330-1) suggests that there are three important roles that a teacher has when the students are asked to write. Those roles are motivator,

resource and feedback provider. A teacher should motivate students to produce written texts by creating a positive atmosphere for generating ideas and encouraging them to work hard on their writings. As motivating the students is done throughout the writing process, the teacher also acts as a resource who provides assistance for the information about the text and language use. Along with motivating and acting as a resource, a teacher holds an important role to provide feedbacks for the students' writings. Corrections should be delivered in positive manners and based on the needs of the students to encourage them to write better.

Brown (2001:340) also suggests two roles of teacher in order to be an effective writing teacher, namely a facilitator and a coach. Being a facilitator is about giving guidance in arousing the students' interests in the thinking process of writing by allowing them to have their own opinions. In line with Harmer (2007:331), Brown also states that teachers can offer useful feedbacks and effective comments on the students' writings.

2. Teaching Writing in Junior High Schools

The teaching of writing in junior high schools is based on the school-based curriculum, namely *KTSP*. The curriculum contains competency standards and basic competencies which have to be accomplished by students in each semester. Those competency standards and basic competencies are developed based on the *KTSP* that is based on the standard of contents and standard of graduate competencies (Depdiknas, 2006). In addition, BSNP (2006:277-278) points out

that the range of the English lesson in Junior High Schools include; (1) the comprehension related to the discourse in four skills, namely listening, speaking, reading and writing; (2) the comprehension of understanding short functional and monologue texts in the genres of descriptive, procedure, narrative, recount, and report; (3) supporting competency.

Furthermore, along with the ability to comprehend both spoken and written texts, students of junior high school are expected to be able to produce them. It means that they have to develop their productive skills, namely speaking and writing. As this research concerns with improving the students' writing skills, the researcher elaborates the teaching of writing in junior high schools as follows.

Students of junior high schools are expected to produce written texts in the English teaching and learning process. They are taught based on the school curriculum, so that the teaching and learning process is conducted by following the genre-based approach. Based on the competency standards and basic competencies in the first term of the academic year in grade VIII, the researcher focused on improving the writing skills of the eighth grade students. The selected competency standard and basic competencies consist of the text-types that the students must produce. The competency standard and basic competencies are in the following table.

Table 1: The Competency Standard and Basic Competencies for Writing in Grade VIII in the First Semester of the Academic Year

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar</p>	<p>6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount</p>
Competency Standard	Basic Competencies
<p>Writing</p> <p>6. Expressing meaning in simple short functional written text and essay in the forms of descriptive and recount to interact with surrounding environment</p>	<p>6.1 Expressing meaning in the form of simple short functional written text by using written language features accurately, fluently, and appropriately to interact with surrounding environment</p> <p>6.2 Expressing meaning and rhetorical steps in simple short essay by using written language features accurately, fluently, and appropriately to interact with surrounding environment in the form of descriptive and recount</p>

a. The Learning Cycle

In this research, the genre-based approach proposed by Feez and Joyce (1998:28-31) was used to teach writing skills to the students. This is because the genre-based approach is more appropriate for teaching writing through texts. Here, activities using comic strips were applied in teaching and learning stages.

1) Building the Context

In this stage, the students are introduced to the social context of an authentic model of the text type that they study. Here, they also begin to learn the social purpose of the text along with eliciting ideas, vocabulary and what they have already known about the text. During the research, the students were given a number of comic strips containing pictures which represent activities in the past, according to the themes of the lessons.

2) Modelling and Deconstructing the Text

At this stage, the students find out the structural pattern and language features of a text-type as a model. They should compare the model with other examples of the text-type. In this research, the students were asked to read, compare, label the generic structure of the text, and identify the language features of the text. In some meetings, they were given a set of comic strips and asked to read them.

3) Joint Construction of the Text

In this stage, the teacher guides the students to practice using the construction of the text-type. Then, the teacher gradually reduces the contribution to text construction as they are able to master the construction of the text. Here, the students did some exercises to practice using the organization and language features of the text. The activities were matching and rearranging the comic strips. There were also some jumbled recount texts for students to rearrange.

4) Independent Construction of the Text

In the ICOT stage, the students work independently with the text and their performances are used to evaluate the achievement. In this stage, the activities were mainly writing a recount text and revising the writings.

5) Linking to Related Text

In this stage, the students discover the relation between the materials which they have learnt with other texts in the same or similar contexts and the next or previous learning cycle.

However, the students' writing ability could be evaluated in stage four, that is in independent construction of the text, so that the method was simplified by reducing the learning stages into four stages only.

3. Assessing Writing

At the end of the teaching and learning process, the students' written products are evaluated. In evaluating their writings, the researcher adapted an analytic scoring rubric proposed by Jacobs et al. (1981) in Weigle (2000:116) considering the suitability and feasibility of the scoring rubric to be used to assess the writings of junior high school students. The scoring rubric is as follows.

Table 2: **The Scoring Rubric to Assess the Students' Writings Adapted from Jacobs et al. (1981) in Assessing Writing by Weigle (2000:116)**

Score Criteria	4	3	2	1
Content	Relevant to assigned topic, comprehensive detail	Mostly relevant to topic but lacks detail	In adequate development of topic	Not relevant to topic or not enough to evaluate
Organization	Well-organized, logical sequencing, cohesive	Loosely organized, incomplete but logical sequencing, choppy	Lacks logical sequencing and development, ideas disconnected	Does not communicate, no organization or not enough to evaluate
Language use	Few errors of agreement, tenses, patterns, articles, pronouns, prepositions	Occasional errors of agreement, tenses, patterns, articles, pronouns, prepositions, but meaning seldom obscured	Frequent errors of agreement, tenses, patterns, articles, pronouns, prepositions, meaning confused or obscured	Dominant errors of agreement, tenses, patterns, articles, pronouns, prepositions or not enough to evaluate
Vocabulary	Good word form mastery and appropriate word choice	Occasional errors in word form mastery and appropriate word choice, but meaning not obscured	Frequent errors in word form mastery and appropriate word choice, meaning confused or obscured	Dominant errors in word form mastery and inappropriate word choice, or not enough to evaluate
Mechanics	Few errors in spelling, punctuation, capitalization, paragraphing	Occasional errors in spelling, punctuation, capitalization, paragraphing	Frequent errors in spelling, punctuation, capitalization, paragraphing	Dominant errors in spelling, punctuation, capitalization, paragraphing or not enough to evaluate

4. Comic Strips

McCloud (2008: 3) says that comic is a literature of drawings. Its vocabulary is the whole visual symbols. The heart of comics is in the rooms between the panels, the place where the readers' imaginative power makes the pictures alive. Furthermore, McCloud in Gumelar (2011:6) states that comics are juxtaposed pictorial and other images in a deliberate sequence, intended to convey information and/or produce an aesthetic response in the reader. Macy (2007) also argues that comic strip is a story told in a sequence of panels or cartoons, found in a newspaper or comic book. To support the mentioned definitions, Pickett (2006) states that a comic strip is a usually humorous narrative sequence of cartoon panels.

Regarding the categories of comic strips, Elkins and Bruggemann (1971: 4-5) argue that comic strips can be categorized in four categories based on their length. Those are as follows.

a. Totally-Self-Contained

Each panel or set of pictures is totally independent of the previous or future panel. The topic may vary from day to day without formal connections. The readers must have read the previous edition in order to understand the content of current comic strips being read.

b. Quasi-Self-Contained

The self-contained panel can be understood without reading at the previous d or following comic strips. The artists do not make any changes about the topic until the right for topic changes or there are no other possible ideas.

c. The Short Sequence

In the short sequence, the readers need to follow the strips for a number of days to determine the story or event of the comic strips. Often, there is a humour in this type of strips but rather, one finds a mystery, crime, or an adventurous story being bound to keep the curiosity of the readers.

d. The Continuous Sequence

In the continuous sequence, it seems that there is not any crisis or climax in the comic strips story. It only tells readers about the daily life of the characters without beginning or end.

Beside, comic strips are entertaining and interesting. They are potential to be used in writing activities. Comic strips provide the structure and stimulus to which students respond. Brown in Csabay (2006:1) points out that since stories are universal, students from different cultures can understand their structure and can identify with the characters, which helps them to acquire the vocabulary, grammar, and communicative competence.

There are also other reasons to use comic strips as learning media as suggested by Cary in O'Neill (2006:1). He states that comics meet the requirements of modern literacy that is complete texts, learner centered communication, and rich content and language and it is appropriate to insert comics as learning resources. Cary (2004:61) also argues that naturally, second language students in the beginning level rely more on the pictures.

Furthermore, Davis (1997) states that comic strips can be used to practice the formations of different verb tenses, namely changing the present tense of the

actions in the strips into the past tense. Beside, Parson and Smith (1993) in Drolet (2010: 129) state that comic strips are strong visual media that can help the students develop their vocabulary. Yang (2003) in Drolet (2010: 125) states that visual permanence is unique to comics. In addition, comic strips can be a good prompt for writing (Norton and Vanderheyden 2003; Ranker 2007 in Drolet (2010:133)).

There is also a current trend in presenting learning materials. Recently, Indonesian Ministry of Education is developing comic-based learning materials for junior high school students. This is an effort in improving the presentation of the learning materials. The attractive presentation of comic as learning media places it as a choice to make learning more interesting.

In conclusion, using comic strips in the teaching and learning process is expected to increase the students' interest and creativity. Comic strips can be used as learning resources such as using it to prompt students to write about a certain event and present it according to the sequence in the comic strips. There are two aspects of a text that students can learn from those comic strips. Those are language items and the text organization.

5. Writing Activities Using Comic Strips

Referring to Derrick in Derrick (2008:2-3), the activities related to using comics in the classroom are in the following types of task:

a. Understanding Visual Symbols

This activity leads students to understand visual symbols, which helps them to generate any vocabulary related to those symbols. They will convert or explain those symbols in sentences.

b. Reading Order in Comics

By reading the order in comics, students are practising to recognize the organization of the text. They learn how events are written in such a sequence so that those events form a complete and coherent story.

c. Comic Jigsaw

Comic jigsaw promotes the students' cooperation with peers to produce a complete text from separate pieces. Here students learn to re-arrange the parts of a text into a good text. This is a good exercise to learn the generic structure of a recount text.

d. Filling in the Text

In filling in the text activity, the students are asked to creatively write the content of the comic strips. They are provided with a set of comic strips with empty speech bubbles. To make the comic strips alive, they have to write any possible conversation that can happen based on what they see in the comic strips. This is the room for them to creatively practice their writing skills.

e. Creating Pictures

In contrast to filling in the text activity, creating picture activity is done by providing a narrative for the events in the comic strips and letting students decide what they want to create. It stimulates the students' artistic creativity.

f. Putting Panels in Order

Given a set of unorganized comic strips, the students are asked to put the sequence of the events in the comic strips in a correct order. This is a part of practicing the generic structure of a recount text.

g. Creating Comics

Creating comics asks the students to creatively brainstorm the events or story they want to include in the comic strips and describe the events, through making artistic works on drawing the comic panels.

In doing the research, the researcher employed some activities that were related to writing activities, namely reading order in comics, the comic jigsaw, and putting panels in order.

B. Review of Relevant Studies

There are some studies concerning the writing skills of students in junior high schools and the use of comic strips in the teaching and learning process, so that the researcher views them as relevant references in doing the research. The first study is a study by Lutfifati (2011). In her study, she found that comic strips were effective to improve the students' writing ability in writing narrative texts. The students viewed comic strips as interesting media for learning. The second study was done by Elkins and Bruggemann (1971). Based on their findings in the use of comic strips in the second language learning context, they state that comic strips can be used to teach the culture and social context of language learning. Besides, they argue that the selective use of comic strips is needed. Teachers

should be careful in choosing the vocabulary and colloquial expressions used in the comic strips, to fully gain the advantages of using them.

C. Conceptual Framework

In the learning activities, teachers should consider the factors that can affect the students' interest in learning to produce written texts. Some of them are the presentation of the texts and the way to learn the texts. Moreover, the language learning will be more effective if they are engaged and interested in the learning activities. The relation between the presentation of texts and learning is that the more appealing the presentation of the text is, the more encouraged the students are to learn the texts.

The visual stimuli of comic strips help the students to learn better, since visual input are easier to recall. Other aspects of comic strips that can stimulate language learning other than the appealing presentation are that those comic strips reflect authentic language and culture and they provide wide range of vocabulary, grammar, and expressions. Considering the language aspects available in comic strips, comic strips can be used in the classroom.

Comic strips usually contain language items and language functions that can be used to scaffold the students' knowledge about the information and the language items to use. Here, the comic strips provide the models for the language features and genres to learn. As one of the text types to learn in first semester of the eighth grade is recount, the comic strips were chosen according to this text type by considering the language features that should be contained in a recount

text. If there is a recount text, then the characters in the comic strips describe the events in the recount text. The students can learn the language items that are available in the comic strips. Moreover, they are able to learn how a recount text is organized through the panels and then transform it into a complete and coherent recount text.

In conclusion, the comic strips are used to provide the language input, language practice and model texts for students, as those comic strips are potential learning sources. Those comic strips are also interesting to read and learn. Therefore, the comic strips are applied in order to visually stimulate the students' interest, help them get ideas and provide learning sources, so that they are able to write better.

CHAPTER III RESEARCH METHODS

A. Research Type

According to Burns (2010: 2), this study is categorized into action research. This is because the research is self-reflective, critical, and systematic approach that is done by the researcher to identify a problematic situation as a way of improvement and changes in educational practice.

As cited in Burns (2010:7), Kemmis and McTaggart (1988) state that action research involves four phases in a cycle of research.

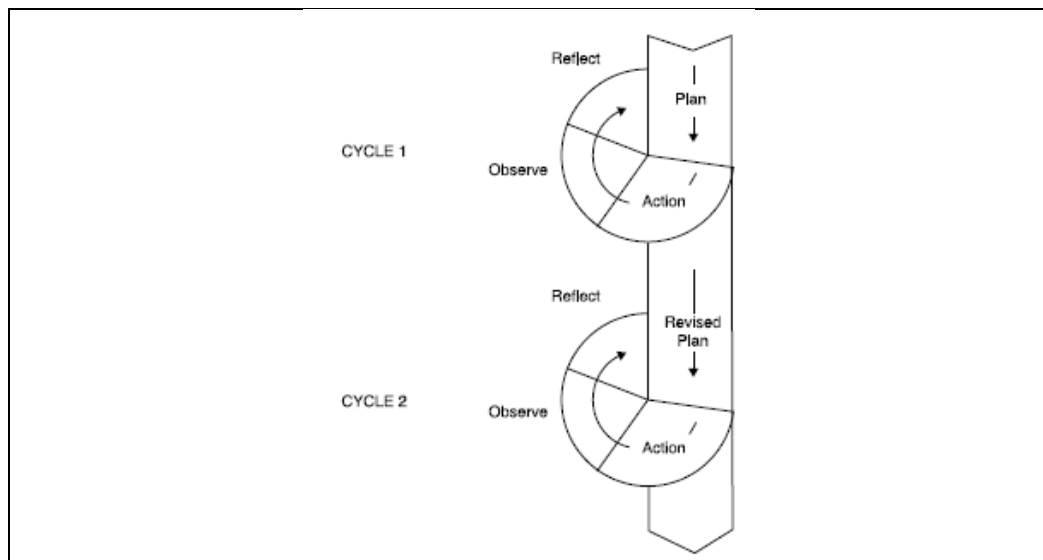


Figure 2: **The cyclical AR model based on Kemmis and McTaggart (1988) in Burns (2010: 9)**

B. Research Setting

1. Place

The research was held in SMP N 1 Ngemplak, which is located in Widodomartani, Ngemplak, Sleman, Yogyakarta. The school consists of eighteen classes divided in to six classes for each grade. In the school, there are some

facilities to support curricular and extracurricular programs. There are a language laboratory, a multimedia laboratory, two libraries, and a hot spot area, which are not frequently used to support the English teaching and learning process. The number of books in both libraries is limited and the collection is limited to textbooks and some bilingual story books.

2. Time

The research was conducted in the first semester of the 2012/1013 academic year. It was done during the second half of the semester that is from October to November 2012.

C. Research Subjects

The research subjects were the researcher herself, the English teacher, and the eighth grade students of SMP N 1 Ngemplak in class VIII D. The English teacher is Ana Betty Yuliana, S.Pd. who graduated from Sanata Dharma University. In this research, the researcher taught the students and the English teacher acted as research collaborator. The English teacher observed the teaching and learning process while the researcher was teaching the students. There were also other research collaborators in this research. They are Kurnia Ariyanti Solichah and Dwi Annisa Rachmawati. Both of them are English Education Department students of Yogyakarta State University. Class VIII D consists of 35 students. There are 17 female and 18 male students. The students took part in the teaching and learning process and the interviews during the research.

D. Research Instruments

The research instruments used in this research are as follows.

1. Interview Guidelines

Two types of interview guidelines were used in this research. Those were used to interview the teacher and students. The results of the interviews were then transcribed and analysed in the form of qualitative data.

2. Observation Sheets

In this research, two kinds of observation sheets were used. The first one was used to observe the researcher's activities and the second one was used to observe the students' activities during the teaching and learning process.

3. Classroom Records

The researcher also recorded the teaching and learning process to enable her to fully capture the details of the teaching and learning process.

4. Tests of Writing

There were two tests of writing in this research. The first test was a pre-test conducted before the implementation of the actions and the second test was a post-test conducted after the actions were completed.

E. Data Collection Techniques

There are two types of data in this research, namely quantitative and qualitative data. The quantitative data are the results of two writing tests, namely the pre-test and post-test. The qualitative data were obtained by conducting

interviews with the English teacher and students, observing the teaching and learning process and gathering the data during the lessons through field notes.

F. Data Analysis

This research employed central tendency measures for the quantitative data, which are the means of the results of writing tests and standard deviations. The writing tests consisted of a pre-test and a post-test. Furthermore, the means of the two tests were compared to the ideal mean to find out how good the students' achievement was by using the following formula in Suharto (2006:93).

$$\text{Ideal Mean} = 1/2 (\text{Highest Score} + \text{Lowest Score})$$

The standard deviations of the tests scores were also compared to the ideal standard deviation. The researcher used the following formula to measure the ideal standard deviation, as cited in Suharto (2006:91).

$$\text{Ideal SD} = 1/3(\text{Highest Score} - \text{Ideal Mean})$$

Then, the students' writing skills were categorized based on their scores positions in the standard deviation areas. The researcher used the standard deviation areas for the conversion of scores proposed by Suharto (2006: 61) to determine which category each student belonged to. The following table presents the standard deviation areas for the conversion of scores to interpret the students' ability.

**Table 3: The Standard Deviation Areas for the Conversion of Scores
Proposed by Suharto (2006: 61)**

Standard Deviation Area	Interpretation
(+2,00) – (+3,00)	Excellent
(+1,00) – (+1,99)	Very Good
(+0,00) – (+0,99)	Good
(-1,00) – (-0,01)	Bad
(-2,00) – (-1,01)	Very Bad
(-3,00) – (-2,01)	Extremely Bad

Then, to find out how significant the difference between the means was, the researcher performed a paired-samples t-test. She used this type of t-test because she measured the same group at two different time periods, as suggested by Larson-Hall (2010:242).

For the qualitative data, the researcher qualitatively analysed the data through data collection, data reduction, data display, and conclusion drawing and verification (Miles and Huberman, 1994:10-11). To start with, the data were collected from the interviews, observations, and field notes. This step is called as data collection. The next, data reduction was the process of selecting, focusing and simplifying, abstracting, and transforming the data that were present in the field-notes, observation sheets, and interview transcripts. Then, the data were organized and compressed in a process which is called as data display. Here, the researcher noted for regularities, patterns, explanations, structures and propositions throughout the data. After doing those steps, she came to the next step, namely conclusion drawing and verification. Therefore, she was able to interpret the results of the interviews, observations, and field notes.

G. Data Validity and Reliability

In this research, the data validity was gained through some criteria of validity. Those were democratic validity, outcome validity, process validity, dialogic validity and catalytic validity (Anderson *et al* (1994:30-3) in Burns (1999:161-2)).

The first criterion of validity is democratic validity. It was gained by interviewing the research members. The English teacher and the students of SMP N 1 Ngemplak were given an opportunity to give their opinions, ideas, advices, and comments about the implication of the actions.

The second criterion of validity is outcome validity. The results of the actions in each cycle were evaluated to measure whether the actions were successful or not. A problem solving used to modify the next cycle was taken from the first result.

The third criterion of validity was process validity. It is in regard to the dependability and competency of the research. It was applied to validate the data by observing the teaching and learning process during the implementation.

The fourth criterion of validity is dialogic validity. To gain dialogic validity, the stakeholders participate in the process of the research. The researcher shared ideas, notions, and opinions related to the implementation of the actions with the English teacher.

The fifth criterion of validity is catalytic validity. The research participants were allowed to make possible changes and deliver their perceptions of the problems in the research setting and the teaching and learning process.

Then, the researcher conducted triangulation to increase the validity of the data. Burns in Burns (1999:163) states that triangulation is a way of arguing that “If different methods of investigation produce the same result, then the data are likely to be valid.” Through in depth interviews with the students and the English teacher, and also classroom observations, the different opinions of some respondents were identified to have valid data in common.

The reliability of the qualitative data was gained through genuine data and the reliability of the quantitative data was gained by giving equal tests for the evaluation of students’ writing skills in two different occasions, namely the pre-test and the post test. Then, the writing scores for each student were obtained from two raters. Since the inter-rater reliability was achieved, the scores were reliable.

H. Research Steps

The research steps are as follows.

1. Reconnaissance

The first step in the reconnaissance was identifying the field problems (Mills in Mertler, 2009: 33). The researcher interviewed the English teacher about the problems in the teaching and learning process. Then, she identified the obstacles and problems which were necessary and feasible to be solved collaboratively. After that, she listed the problems based on the urgency level. The problems which were urgent and feasible to solve were selected. Finally, she focused on those related to writing subskills such as developing ideas and using the text organization, grammatical patterns, vocabulary and mechanics.

2. Planning

At this stage, the researcher identified the problems or issues and developed a plan of actions in order to make improvements in students' writing skills and teaching writing to the students. The researcher and the English teacher made some scenarios of the teaching and learning process as well as immediate strategies to deal with classroom disturbance.

3. Action

Having planned the action, in this phase the researcher implemented the use of comic strips to teach writing for a certain period of time. She was critical in doing the research and planned new and alternative ways of making improvements after doing the actions.

4. Observation

At this stage, the researcher observed the effects of the actions systematically and also documented the context, actions and opinions of the students and the English teacher. This stage was a data collection phase where the researcher was critical and rigorous in collecting the information about changes and things taking place such as the teaching and learning process and the students' writing skills before and after the actions were implemented, that could be seen on the scores they gained.

5. Reflection

At this point, the researcher reflected on, evaluated and described the effects of the action to grasp everything that took place during the action. She delved into the issue of improving the students' writing skills to have a clear view about it and decided that further cycle of the action research was necessary. To do that, she used the data from the interviews, observations, filed notes and the students' writing scores. It was also writing the report after the improvements were achieved.

CHAPTER IV RESEARCH FINDINGS

A. Identification of the Problems

The research was started by gathering initial information from the English teacher and grade VIII students of SMP N 1 Ngemplak. It was done by interviewing the English teacher and the students, observing the teaching and learning process, and conducting a pre-test. The problems encountered by the researcher at the beginning of the study are as follows.

Table 4: **The Field Problems**

Categories	Problems
1. The use of the media	<ul style="list-style-type: none"> - Teacher's limited use of writing prompting media - Limited use of language lab.
2. The teacher's teaching style	<ul style="list-style-type: none"> - Using grammar exercises from books and purchased worksheets commonly used at schools
3. Students' motivation	<ul style="list-style-type: none"> - Low motivation in learning English
4. Students' interaction a. with peers b. with the English teacher	<ul style="list-style-type: none"> - Mostly disturbing their neighbours - Talking to their friends during the lesson - Limited to those who sit in the front rows
5. Students' participation	<ul style="list-style-type: none"> - Not concentrating on the lesson - Limited to those who sit on the front - Rarely volunteering in learning activities
6. Students' discipline	<ul style="list-style-type: none"> - Delaying the submission of the assignments - Coming late to the class after a certain previous lesson <p style="text-align: right;">(continued)</p>

(continued)

		<ul style="list-style-type: none"> - Mostly not doing the tasks directly, asking English teacher for repeating the instructions and explanations - Needing 'special treatments'
7. Students' habits	writing	<ul style="list-style-type: none"> - Copying their friends' works or texts in school worksheets - Not bringing their dictionaries, mostly asking the English teacher about the English words to use
8. Students' skills	writing	<ul style="list-style-type: none"> - On average, having problems in developing ideas and using the text organization, correct grammar, vocabulary, and mechanics

The following is the interview with the English teacher which revealed the problems in the field.

-
- R: *"Kalau yang paling banyak dikeluhkan siswa saat pembelajaran menulis itu apa Bu?"*
- T: *("What do the students mostly complain about learning writing, Mam?")*
"Ya pada saat mengerjakan latihan itu masih kurang apa namanya ya Mbak. Ya memang materi sudah dijelaskan baik secara rinci, caranya seperti ini, jalannya seperti ini. Tapi pada saat prakteknya nanti ya biasanya mereka masih banyak bertanya. Ya mengulangi 'Ini caranya bagaimana.' Jadi, meskipun kita sudah menyiapkan, itu memang ada saatnya mereka serius mendengarkan dan mengangguk tahu. Tapi pada saatnya mengerjakan nanti menanyakan, ada yang modelnya seperti itu. Dan ada yang modelnya memang tidak konsen. Mereka bercerita sendiri atau apa, pada saat mengerjakan sama sekali blank dan akhirnya kadang-kadang mereka hanya njagakke itu lho temannya yang sudah jadi untuk disalin."
("It's when they are doing the exercises, they are still not, how to say it, Miss. Yes, the materials have been explained in detail or the way to do it. But in the practice, usually, they still ask lot of questions. They're like, repeating, 'How to do it?' So, though we have prepared that, there are times when they seriously listen to us and nod that they have understood. But, they ask questions when they do the exercise. There are some students who behave so. And there are also students, who, indeed, do not concentrate on the lesson. They have a chat or anything. They are totally blank in doing the tasks and finally, they sometimes, it's like, depend on their friends, 'She has already finished,' to copy the works."

- R: *“Ya, rintangan itu selain motivasi, ada yang lain?”*
 (“Right, what is the obstacle other than the motivation, is there anything else?”)
- T: *“**Konsentrasi, iya.**”*
 (“**Concentration, yes.**”)
- R: *“Kalau yang paling sering dikerjakan pada saat pelajaran writing? Waktu menulis itu diberi gambar atau apa?”*
 (“How about their most frequent activities in the writing lesson? Do you give them pictures or what?”)
- T: *“**Paling sering ya hanya soal-soal biasa.**”*
 (**The most frequent ones are just common exercises.**)

(Interview/10/12/2012)

1. The Selection of the Problems Based on the Urgency Level

The problems were then weighed based on the immediate implications for the teaching and learning process of writing, the students' writing habits, the students' discipline in submitting the assignments and following the lesson, and especially those which were related to the most needed writing subskills.

As the focus of the research is improving the students' writing skills, the problems selected were:

- a. students' skill in developing ideas,
- b. students' mastery of the organization of a recount text,
- c. students' mastery of grammar,
- d. students' mastery of vocabulary, and
- e. students' mastery of mechanics.

B. Determining the Action to Overcome the Selected Problems

Based on the selected problems to overcome, the researcher and the English teacher agreed to do the following actions to improve the students' writing skills.

1. First of all, to get the students' attention to the lesson, the researcher and the English teacher agreed to use comic strips since the comic strips were assumed to be interesting enough for students.
2. In relation to the teaching and learning process of writing, using comic strips was aimed to stimulate students' ideas and interest. The researcher also decided to introduce the writing process to the students, from outlining to revising their writings.
3. Then, to improve the students' mastery of the text organization, the researcher planned to present a recount text with a sequence of comic strips and provide practices to arrange and match series of events in a logical sequence.
4. Next, to deal with the students' mastery of vocabulary, the comic strips were used in eliciting the students' vocabulary through the pictures and dialogues in the comic strips.
5. Then, to deal with the students' mastery of grammar, tenses in the comic strips were used as language models by either using them as their original forms or editing the language presented in the comic strips.
6. Finally, to deal with the students' mastery of mechanics, the use of correct mechanics was emphasized during the production of the writings.

C. Research Process

1. Report of Cycle 1

a. Planning

The researcher planned the first cycle to be conducted in three meetings. The meetings were planned to cover the materials for recount texts in the first semester of grade VIII. During these meetings, the students were expected to achieve some learning indicators, focus on the lesson and be more disciplined.

1) First Meeting

- a) Achieving the learning indicators, namely identifying a recount text among other text types, completing a recount text with missing words, logically rearranging a jumbled sequence of a recount text containing parts of comic strips, and producing a recount text
- b) Directing the students' concentration and attention

2) Second Meeting

- a) Achieving the learning indicators, namely completing a recount text with missing words and logically matching comic strips with suitable parts of a recount text and producing a recount text
- b) Completing the teaching and learning stages
- c) Controlling the students' disruptive behavior
- d) Driving the students' concentration and attention

3) Third Meeting

- a) Achieving the learning indicators, namely identifying the language features of a recount text, completing a number of sentences with missing verbs, logically re-arranging a jumbled recount text, and producing a recount text
- b) Maintaining the effectiveness of the teaching and learning process
- c) Controlling the students' classroom discipline
- d) Driving the students' attention and concentration

b. Action and Observation

1) First Meeting

The first meeting was on Tuesday, 16th October 2012. To start the lesson, the researcher distributed the worksheets for the students. Then, she greeted the class. However, most of them did not respond to the greeting, so that she greeted them again. After that, she checked the students' attendance.

Firstly, she showed a picture related to holiday to the students and said, "Now, open the worksheet on page one, please." Then, she explained the initial instruction on the worksheet to them. During this activity, there were some students who were noisy and coming into the classroom. She asked those students to be silent. She continued to ask everything about the activities in the pictures to the students, saying, "Can you see the picture?" Then, she invited them to mention and listed possible vocabulary related to the holiday by making a word web. They said, "*Bermain* (playing), eating, holiday, fishing, surfing, Mr. Bean." They were so noisy. She encouraged them to come in front of the class, asking, "Do you

often go to the zoo on holiday?” This interaction was also recorded in the observation sheets by the English teacher.

	Researcher	Students
Activities	-R applies comic strips to activate Ss' background knowledge. -R elicits Ss' vocabulary using comic strips.	Ss respond to R's explanation, volunteer answers to R's questions etc.
Description	-Stimulating ideas, Ss answer R's questions, Ss mention the words they know, some Ss are talking.	-Giving ideas about holiday -Mentioning activities in holiday

(Observation/10/16/2012)

Secondly, she asked the students to read the questions related to the picture and kinds of the texts presented, asking, “Have you told somebody about your holiday?” She asked them why one of the texts was identified as a recount text. They asked, “*Maksudnya, recount itu apa, Mbak?* (What does a recount mean, Miss)?” Then, she gave a brief explanation of what a recount text is about. The English teacher also noted this interaction in her observation.

	Researcher	Students
Activities	-R asks the Ss to identify a recount text among different text types. -R identifies Ss' major understanding regarding a recount text.	Ss deliver questions related to the explanation about recount text.
Description	-Asking Ss to mention the text types presented, what those texts are about -Focusing on one text	Too noisy

(Observation/10/16/2012)

Thirdly, she presented a recount text with a set of comic strips. She pointed three students to read the model text in turns, “Davit, read the first paragraph, *paragraf pertama dibaca, ya.*” She guided the students to read aloud

the model text. She explained the generic structure of a recount text in brief. Then, she asked the students to list every event happening in the text. Some students volunteered and were pointed to list the events on the blackboard. Some students were afraid of making mistakes in listing the events as shown in the following field notes.

R:	“Now, please list every activity in the text.”
Ss:	“Breakfast.”
S31, S1, S8:	“ <i>Artinya ini apa Mbak, nulis ini boleh Mbak?</i> ” (“What does it mean, Miss? May I write this one?”)

(Field Notes/10/16/2012)

Fourthly, she stuck some pictures on the blackboard. She asked the students to match each picture to each of the activities listed. Some students volunteered to do the task in front of the class. Then, the students asked the meaning of some words in the text. She asked other students first if they knew the meaning of the words being asked, and then gave the answer to the students. Having finished matching the pictures and the events, the researcher and the students checked the answers together. They were noisy. Their interaction with the researcher was captured in the following observation.

	Researcher	Students
Activities	- R gives time to Ss to identify vocabulary and language used in comic strips. -R directs Ss to arrange a jumbled sequence of recount text accompanied by a set of comic strips.	Ss arrange a jumbled sequence of comic strips.
Description	-Giving clues -Helping with the vocabulary -Guiding to connect pictures in comic strips and words in the recount text - Ss answer the questions.	Matching the pictures to the sentences on the blackboard based on the recount text given

(Observation/10/16/2012)

After that, she asked the students to open the worksheet on page four and mention the parts of the recount text. They mentioned the parts of the recount text. She asked, “What’s the next part?” She asked them to go back to page three to mention the details of each part of the text. “Orientation *isinya apa?*” They said, “*Waktu.*” She wrote the details on the blackboard. Then, she asked them to identify to which parts the details of the text belonged. “There is a sequence of events. Can somebody tell me which one the re-orientation is, *siapa yang tahu bahasanya Inggrisnya ‘perasaan’?*” She continued to give examples for the words mainly used in the re-orientation of a recount text.

	Researcher	Students
Activities	R explains the generic structure and language features of recount text to Ss.	- Ss pay attention to and concentrate on R’s explanation. -Ss deliver questions related to the explanation about recount text.
Description	Ss answer the questions.	- Some concentrating, some keeping talking -Too noisy

(Observation/10/16/2012)

Next, she asked the students to open the worksheet on page five and explained the grammatical features of the recount text. She wrote some examples of verb forms and how the verb forms changed and also the adverbs and connectors used in a recount text. The students answered the Indonesian meanings of the connectors. Moving to the next task, it was filling in the blanks in a text with suitable connectors. They started to do the task. Next, some students asked for help. She went around the class to guide them in doing the task. She asked them to pay attention to the instruction and use their dictionaries. After all

students had completed the task, several students volunteered completing the text by writing the answers on the black board. Then, it was checking the answers.

Continuing the lesson, she asked the students to do the next task, which was arranging the paragraphs of a recount text, according to the sequence in the comic strips. This task was a little bit difficult for them because there were many new words for them. Most students found it hard to find the clues in the text and the comic strips. Finally, she guided them to re-arrange the paragraphs by showing the clues in the comic strips. This event was captured in the field notes.

Ss in the middle rows ask many questions about the words in the jumbled recount text. Ss do not understand the instruction. Most Ss complain that the text is very long and too much. It seems that the text is too long for them. Though the comic strips have been arranged chronologically, Ss do not know how to relate the pictures to the words in the jumbled recount text.

(Field Notes/10/16/2012)

In the last activity, the students should write a recount text based on the theme they had learned. Some students complained that they wanted to revise their previous work, which they wrote in the pre-test. The task should be done by writing a new one. She explained to make a draft first or write the same text like what they did in the pre-test, but they should write it better. Because some students seemed to copy their friends' writings, she told the students to work on their own. They started to write their texts, but some students moved around the class and the class was very difficult to control. They wanted to borrow others' dictionaries or just made noises. Some students brought their dictionaries, but they tended to ask the researcher about the words they wanted to find out, "*Miss, ini bahasa Inggrisnya apa?*" ("Miss, what is the English for this word?") She asked other students if they could help their friends to find the meanings of the words.

Then, she asked, “What is ‘*jalan kaki*’ in English?” Still, they made noises. She continued, “What is the English for ‘*sawah*’?” She directed them to look at the verbs forms, asking “Who knows the English for ‘*sampai*’?” They replied, “Until.” Then, she wrote ‘arrive’ on the blackboard. The English teacher noted this event in her observation.

	Researcher	Students
Activities	- R asks Ss to write a recount text.	-Ss use dictionaries. - Ss write a recount text.
Description	- Saying, “Try to make it on your own.”	-Some Ss are copying others’ works. -Ss tend to ask meaning to R. -Starting with word-mapping, Ss develop their writings.

(Observation/10/16/2012)

The bell rang and the time was up. She asked them to continue their works at home and submit them the next day. She did not have the time to review the lesson. Finally, she closed the class.

2) Second Meeting

The second meeting was conducted on Wednesday, 17th October 2012. The researcher opened the class by greeting the students. She distributed the worksheets to them. She reminded them to submit their homework at the end of the lesson.

First, she showed a set of comic strips in the worksheet to them. They were noisy. She introduced the topic of the lesson. They mentioned some words related to the theme of the lesson. She delivered some questions related to doing something for the first time. She prompted their responses by giving examples. The warming up was quite difficult. When she asked them to pay attention to the

pictures, some students were talking to their friends. After that, she asked how they felt about learning to ride a bike for the first time. They asked the Indonesian meaning of ‘doing things for the first time’. Then, she asked whether other students knew the Indonesian meaning of the phrase. They asked for examples. Next, she gave some examples for the activities representing the phrase. Then, they mentioned other examples. At this time, some students at the back rows were silent, paying attention to her, and there were some students talking to their neighbours. She offered more chances for them to add the examples and they were pretty active, as shown in the following script.

R:	“Can you swim? <i>Sudah bisa berenang belum?</i> ” (“.... Can you swim already?”)
S3 and others:	“ <i>Sudah bisa berenang Mbak.</i> ” (“Yes, I can, Miss.”)
R:	“Now, about cooking for the first time, what happens?”
Ss:	“ <i>Gosong.</i> ” (“It got burnt.”)
R:	“Making kite for the first time?”
Ss:	“ <i>Tidak bisa terbang.</i> ” (“It could not fly.”)
R:	“Have you eaten something special? <i>Pernah makan sesuatu yang spesial?</i> ”
Ss:	“ <i>Mie goreng, dimasakin nenek.</i> ” (“Fried noodle cooked by grandma.”)

(Field Notes/10/17/12)

Second, she invited them to read aloud the comic strips in pairs. Then, she pointed two students to read aloud the comic strips. There were still some students who were busy chatting. She guided them to read aloud the comic strips together. Then, she had them made a schema for brainstorming the ideas about doing things for the first time, as captured in the following observation.

	Researcher	Students
Activities	R applies comic strips to activate Ss' background knowledge. R introduces a model of a recount text to the Ss accompanied by a set of comic strips. R elicits Ss' vocabulary using comic strips.	Ss respond to R's explanation, volunteer answers to R's questions etc.
Description	Asking Ss to analyze the comic strips, making a schema for the theme of the lesson	Expressing ideas, mentioning vocabulary

(Observation/10/17/2012)

Third, she asked the students to read an example of a recount text. She guided them to read aloud the text. Then, she explained the generic structure of a recount text and requested them to mention the parts of the text. She asked the students to come in front of the class, to analyze the text being read on the blackboard. Some students misspelled the words they intended to write. She said, "We'll correct it later," rightly after some students finished volunteering to give the answers. Next, she guided them to analyze the text together. She also made some corrections for some words misspelled by the students. Those activities were observed in the following observation.

	Researcher	Students
Activities	R explains the generic structure and language features of a recount text to Ss.	Ss deliver questions related to the explanation about the recount text.
Description	Checking around, checking Ss' understanding through how Ss do the task.	R forgets to ask Ss & Ss do not ask questions.

(Observation/10/17/2012)

Then, she stuck some comic panels on the blackboard. The students were invited to match the panels with the events they had listed. After that, she asked

them to sequence a set of separate comic strips based on the events they had listed before, by adding suitable connectors beside the comic strips on the worksheet. As soon as they finished the task, they checked their answers with the researcher.

	Researcher	Students
Activities	R directs Ss to arrange a jumbled sequence of comic strips.	Ss logically match the comic strips with the suitable parts of a recount text.
Description	Explaining about the connectors, getting Ss use connectors and break down the activities for each comic strip based on the recount text	Ss are doing the task in pairs, some Ss were active to come in front of the class

(Observation/10/17/2012)

Next, the students were asked to change some verb forms, from infinitive to past forms. The she explained how the verb forms changed for regular verbs and how irregular verbs have different forms. Some students came in front of the class to write their answers. After that, it was checking the answers.



Figure 3&4: The students change the verb forms provided in a recount text.

In the next task, the students were required to write a recount text about doing things for the first time. She told them to include the phrase ‘first time’ in their writings.



Figure 5: **The students write a recount text about their first experience.**

After that, she asked them to submit their previous homework. The last task was for the next homework. Then, she summarized the materials. She reminded them again, “Now, submit your homework. Next time, bring the first worksheet, okay.” They were so noisy. Finally, she ended the class.

3) Third Meeting

The third meeting was held on Friday, 19th October 2012. The researcher entered the class at the third session, which was at 8.30 a.m. All students had just had a break from their P.E. class, so that some students were still outside. Then, she gave 5 more minutes for students to get ready, but finally it took about 15 minutes to start the class. The class was so noisy. After that, she greeted the

students to open the class. One of the students, Hariyono, was absent. Next, she asked them to get ready and spread the worksheets for the students.

Firstly, she presented a picture to activate the students' background knowledge, saying, "Okay, everybody. Pay attention. Can you see the pictures?" They were still so noisy. She moved to the worksheet. She invited the students to read aloud the dialogues in the comic strips. Some students read aloud the comic strips. Some students did not listen to their friends who were reading aloud the comic strips and talked to their neighbours. She asked them to pay attention to the comic strips. Then, she directed them to read aloud the comic strips together. At that time, the bell rang for the break time. They took a break.

The fourth session was started after 15 minutes break. To continue the lesson, the researcher directed the students to mention vocabulary available in the panels. She wrote 'the school trip' in the middle of the board and asked them to mention some activities related to a school trip. She wrote the vocabulary on the board.

R gives time to Ss to identify vocabulary and language used in comic strips. Next, R elicits Ss' vocabulary by using comic strips and asks them to mention the words related to the pictures and activities in the comic strips and then relate those activities to their experience in having a school trip. Ss look up their dictionaries for the English words they want to mention. Some Ss actively participate in the building the context stage but the rest are not concentrating on the lesson.

(Field Notes/10/19/2012)

Next, the students were asked to read the next text and label the parts of the text. She gave a brief explanation about the generic structure of a recount text. Then, she directed them to read aloud the text together. She told them to read the vocabulary section at the end of the text, if they found some words which were

new for them. They labelled the parts of the text. Then, they checked the answers for the task. The activities were observed as follows.

	Researcher	Students
Activities	<ul style="list-style-type: none"> - R explains the generic structure and language features of a recount text. - R directs Ss to do completion task. 	<ul style="list-style-type: none"> - Ss do the exercises by referring to the comic strips.
Description	<ul style="list-style-type: none"> - Encouraging Ss to do the task, directing Ss by checking Ss around & giving re-explanation 	<ul style="list-style-type: none"> - Ss mention the vocabulary related to the comic strips well

.(Observation/10/19/2012)

After that, the students moved to the next task, which was identifying the language features of a recount text. Some students asked the researcher to re-explain the task. She reminded them about the adverbs used in a recount text. Then, she gave a piece of paper for them to write their answers. They were noisy. There were ten minutes left to do the exercise. They were busy doing the task when the bell rang. The time was up, they were asked to bring the task home as homework. There was no review. The researcher ended the lesson.

c. Reflection

The results of the first cycle were the students' works in writing assignments. The English teacher's and students' responses and comments were also considered as the results of the action. Starting from the first meeting, there were some problems and lacks in the teaching and learning process.

R: *"Jadi Bu secara umum, bagaimana kelasnya, masih perlu apa lagi begitu?"*

(So, Mam, how was the class in general, is there something else needed?")

T: *"Apa ya, mungkin ya review."*

("What it was. It might be a review.")

- R: “*Ya review tadi tidak sempat ya Bu? Em, mungkin ada yang kelebihan menerangkan atau bagaimana Bu?*”
(Right, I hadn’t got the time to do that Ma’am. Em, might it be that I explained too much or what Mam?)
- T: “*Tidak. Hanya mungkin secara keseluruhan sih sudah, cuma memang harus dipelankan. Dipelankan, maksudnya kita lihat anak itu tetap kita pantau. Setelah ini betul-betul, sudah mengerti apa belum. Sambil ditanya, ‘bagaimana, sudah jelas?’ Terus jangan terlalu, e, maksudnya kita jangan terlalu, harus ke target, Mbak. Yang penting kita pelan aja. Yang penting anak tahu, terus kita lanjut.*”
(“No. It’s just, it may be good in general, but you have to slow down. Slowing it down, it means we have to monitor the students. After this one and another, whether they have fully understood or not. While we’re doing that, we ask them, ‘How is it so far? Is it clear?’... Then, don’t be too, I mean, don’t be too thinking that we have to accomplish the target. Em, Miss, just slow down. It is important that the students have understood what they learn. Then, we go on.”)

(Interview/10/16/12)

The students also gave positive comments about the learning tasks, but there was a problem in comprehending the researcher’s explanation about the past tense and the generic structure of a recount text since it was too fast. It can be found in the following interview script.

- R: “*Oke, Dik. Tadi menurut kalian comic strips-nya, gambar-gambarnya bagaimana?*”
(“Okay, guys. What do you think about the comic strips, the pictures we used?”)
- S1, S8, S24, S20, S27: “*(Aduh) Bagus mbak, menarik, menarik, menarik.*”
(“(Ouch) They were good, Miss. It was interesting.”)
- R: “*Yang di gambar, yang di gambar. Apa aja?*”
(The ones in the picture, what are they?)
- S1, S8: Ss: “*Fishing, shopping.*”
- R: “*Terus tadi bahasanya susah apa gampang? Gampang?*”
(Then, was the language difficult or easy? Was it easy?)
- S20, S27: “*Lumayan.*”
(“It was pretty easy.”)
- R: “*...Oke. Tadi paling suka tugas yang apa?*”
(Okay, which task did you like most?)

- Ss: *“Bergambar, bergambar.”*
 (“The ones with the pictures.”)
 R: *“Yang mengurutkan?”*
 (Was it arranging the pictures?)
 S1, S8: *“Picture, picture.”*
 R: ...*“Oke. Terus tadi Mbak menerangkannya jelas tidak Dik?”*
 (“Okay. Then, did I explain the materials clearly?”)
 S24, S20, *“Cepet.”*
 S27: *“You did it fast.”*
 S1: *“Kecepaten, kecepatan, kecepatan banget.”*
 (“It was too fast, too fast.”)

(Interview/10/16/12)

Based on the English teacher's comments, there was no review for the lesson and it was fairly difficult to fully drive the students' concentration on the lesson. It can also be inferred that the researcher had to pace the teaching and learning process according to their comprehension.

On the second meeting, there were some positive attitudes shown by the students. The English teacher observed that they were better in following the lesson. The following script describes the students' interaction and participation in the class.

- R: *“Oya Bu, tadi kan em, menurut Ibu interaksi siswanya bagaimana ya Bu tadi?”*
“Alright Mam, it was, em, how do you think of the students' interaction?”
 T: *“Saya kira sudah, anak-anak suah mulai menyesuaikan dengan Mbak. Jadi itu ada penyesuaian sehingga dibandingkan dengan kemarin lebih baik yang dari hari ini kok. He'e.”*
“I think they have, they have adapted to you, Miss. So, there was an adaptation, so that if we compare it. Today, the lesson is better than yesterday. Right.”
 R: *“Lebih baik. Lalu untuk partisipasi siswanya?”*
“It is better. Then, how about the students' participation?”
 T: *“Ya sudah mulai, he'e, sudah mulai bagus juga. Iya.”*
“Right, it begins to be good too. Right.”
 R: *“Untuk tadi secara keseluruhan prosesnya bagaimana Bu? Atau sudah lengkap apa belum, misalnya untuk bagian review yang seperti kemarin.”*

(“How was the teaching and learning process in general, Mam? Was it complete, or for example for the review like yesterday.”)

- T: *“Saya kira sudah bisa, he’e, sudah bisa memenuhi semuanya. Iya.”*
 (“I think, it has fulfilled all of them. Right.”)

(Interview/10/17/12)

In line with the betterment in the teaching and learning process, the teacher addressed her comments about the learning materials and the students’ interest in the comic strips to the researcher.

- R: *“Em, bagaimana Ibu menilai ketertarikan siswa pada comic strips?”*

(“Em, how about the students’ interest in the comic strips, Mam?”)

- T: *“Sebenarnya sih saya kira mereka tertarik kok. Hanya memang awalnya itu kan memang kadang, apa ya, seperti anak-anak itu kan suka nyleneh kan. Maksudnya tidak langsung ke pelajaran atau bagaimana, clap, clon, clon, clon begitu kan. Tapi pada akhirnya mereka tetap akhirnya kan terus jadi ikut sama, apa namanya, aktivitasnya juga terlibat suka. Hanya memang dorongan untuk mereka segera mengerjakan itu memang kalau untuk saya ya itu ‘Ini nanti nilainya saya masukkan lho ya’ nah, baru bingung bagaimana caranya supaya mereka apa namanya bekerja sungguh-sungguh begitu.”*

(“Actually, I think they were interested. It was just, indeed, **at the beginning, sometimes, you know, the guys liked to talk about things other than the lesson**, bla, bla, bla. I mean, they did not directly pay attention to the lesson. But at the end, they followed it, they were involved in the lesson. It’s just the encouragement to do the task soon, for me, I say, ‘I’ll include this as your mark.’ Then, they’ll panic and work hard.”)

- R: *“Bagaimana untuk penyajian materi dan tingkat kesulitannya?”*

(“How about the presentation of the materials and the level of difficulty?”)

- T: *“Penyajian materi itu tadi selama anak itu bisa, mengikuti, maksudnya bisa ada pendapat yang diungkapkan, mereka bisa mengerjakan, itu saya kira pas. Kalau anak itu dari awal kelihatan bingung, ‘Ini apa sih, bagaimana sih?’ semakin banyak yang tidak bisa mengikuti berarti itu kan kita ya harus merevisi materinya. Saya kira sudah pas untuk anak-anak, iya.”*

(“The presentation of the materials, as long as the students can keep up with it, I mean, express their opinions, they can do the task, I think, I say those fit the students. If from the beginning the students are confused, ‘What is this, how to do it?’ when more students can’t keep up with it. It means we have to revise it. **I think, those materials have fitted them.**”)

(Interview/10/17/12)

Similarly, the students responded positively to the learning tasks. They also gave comments on the text they learned.

-
- R: ...*“Tadi waktu membaca teks ada kesulitan apa tidak? Bagaimana kesulitannya?”*
 (“When you were reading the text, was there any difficulty? How difficult was it?”)
- S18: *“Em, dikit aja sih, cuma apa, kata-katanya yang nggak biasa dijumpai tu susah, susah dibaca.”*
 (“Em, it was a little bit difficult, it’s just, the words which were rarely used were difficult, those words were difficult to read.”)
- R: *“O, susah dibaca? Terus tadi comic strips-nya menarik tidak?”*
 (“O, those words were difficult to read. **Then, were the comic strips interesting?**”)
- S18,33: *“Ya, menarik.”*
 (“**Yes, they were interesting.**”)
- R: *“... Kalau kalian suka mencocokkan gambar tidak?”*
 (“... Then, did you like matching the pictures?”)
- S18, 33: *“Suka, suka, suka.”*
 (“**I liked it, I liked it.**”)
- R: *“... Em, tadi paling suka yang bagian mana?”*
 (“... Em, **which task did you like most?** ”)
- S33: *“Kedua.”*
 (“**The second one.**”)
- R: *“Kedua? Yang mengurutkan gambar?”*
 (“The second one? **Was that arranging the pictures?**”)
- S18: *“Iya. Yang paling gampang sih soalnya.”*
 (“Yes, because it was the easiest one.”)
- R: *“Kalau belajar kata-kata dari comic strips-nya terbantu tidak?”*
 (How about learning the words from the comic strips, was it helpful?)
- S18, 33: *“Ya, dibantu.”*
 (“Yes, it was helpful.”)
-

(Interview/10/17/12)

Some of the teaching and learning steps and indicators had not been achieved in the first cycle, such as getting the students submit their writing assignments for the first and second meetings on time and producing a written text for the third meeting. However, they have made progress in learning the materials

and they responded to the researcher explanations. The English teacher noticed those happenings as being some of the improvements.

R: *“Lalu kalau untuk itu Bu, em, kalau anak-anak kan mulai menyebutkan kosakata, kata kerja, Ibu menilainya bagaimana?”*

(“Then, for the, Mam, em, if the students begin to mention the vocabulary, verbs, how do you see that?”)

T: *“He’e. Ya ada perkembangan saya kira. Yang tadinya blank tidak tahu hari ini kan sudah mulai berpendapat, he’e. Paling tidak mereka sudah menyebutkan, berpendapat, berarti sudah ada kemajuan, iya.”*

(“Right, I think there is an improvement. Previously, they were blank, didn’t know what they learned. Today, they begin to express their opinions, yeah. At least, they have mentioned, given their opinions. It means there is an improvement. Right.”)

(Interview/10/17/12)

In the third meeting, the students’ concentration on the lesson was low. It was because they had just finished their physical exercise class. It affected the students’ behaviour and concentration on the lesson. The joint and independent construction of the text stages in the third meeting could not be done. Many students found it difficult to label the parts of a recount text. That was why they did not use the complete text organization in writing.

The English teacher also gave her comments about the learning materials and handling the students’ attitudes during the lesson.

R: *“Oya, Ibu. Menurut Ibu tadi proses belajarnya bagaimana Bu?”*

(“Mam, what do you think of the teaching and learning process this morning?”)

T: *“Masih sama seperti kemarin. Kebiasaan anak-anak pada awal itu kan seperti mau mengulur waktu. Iya, mau bicara yang tidak berkaitan dengan pelajaran. Tapi, pada akhirnya kan bisa diarahkan ke pelajaran.”*

(“It was like yesterday. The students’ habit in the beginning of the lesson was like to make it start longer. Yes, they wanted to talk about other things unrelated to the lesson. But, in the end, they could be directed to follow the lesson.”)

- R: ... *“Yang, tapi untuk anak-anak yang itu memang susah sekali, ya?”*
 (“The one, but for some students, it was difficult to handle them, right?”)
- T: *“Iya, harus istilahnya, memang pintar-pintarnya kita untuk, membatasi mereka. Jangan sampai semakin melenceng dari perhatian ke kita.”*
 (...“Right, we should, it’s like, indeed we should have the strategy to limit them. To get them stay on the path, their attention to us.”)

(Interview/10/19/2012)

In conclusion, the first cycle was not successful in achieving all of the learning indicators. The observations and evaluation of the assignments showed that the students’ writing skills have improved in terms of the ideas written. However, most students were not able to write grammatically correct sentences and their vocabulary was still restricted. Beside, there were improvements in their participation during the lessons, but disturbing behavior in the classroom was still the main problem in completing the teaching and learning stages. Therefore, the researcher continued the actions to the second cycle.

2. Report of Cycle 2

a. Planning

As there were some problems affecting the completion of the learning stages and tasks, the researcher and the English teacher agreed to do the following actions in order to achieve the learning indicators, as well as to improve the students’ writing skills in the second cycle.

1) First Meeting

- a) Achieving the learning indicators, namely completing a recount text with missing words, logically re-arranging a jumbled recount text, and producing a recount text

- b) Completing the teaching and learning stages
 - c) Directing the students' concentration on the lesson
 - d) Establishing the classroom discipline
 - e) Changing disturbing interactions into group works and active participations
- 2) Second Meeting
- a) Achieving the learning indicators, namely identifying the generic structure of a recount text, logically re-arranging a jumbled recount text, logically re-arranging a jumbled sequence of comic strips, and producing a recount text
 - b) Establishing the classroom discipline in the task completion
 - c) Completing the teaching and learning stages
 - d) Having all of the students write their first drafts
 - e) Prompting active participation from all of the students
- 3) Third Meeting
- a) Achieving the learning indicators, namely changing verbs forms from infinitive into past forms, logically re-arranging a jumbled recount text, and producing a recount text
 - b) Completing the teaching and learning stages
 - c) Maintaining the classroom discipline in the task completion
 - d) Encouraging active participations from all of the students
 - e) Having all of the students finish their final drafts

b. Action and Observation

1) First Meeting

The first meeting of the second cycle was on Tuesday, 30th October 2012. The researcher entered the class at the fifth session. She greeted the students and checked their attendance. She returned their previous writings to be re-written by using pen, since many students used pencils in writing the texts. She asked them to submit the two previous tasks together as many students did not submit those writings on time. She asked a student to distribute the worksheets, saying, “I need somebody to distribute these worksheets to your friends.”

After all of the students had their worksheets with them, she started the lesson by asking them to orally describe the comic strips on the worksheet on page one. They were so noisy. The pictures in page one consisted of pictures about doing something with friends. They mentioned the vocabulary related to the picture as shown in the following script.

R:	“The smaller one, <i>gambar yang lebih kecil, mereka sedang apa?</i> ” (“..., the smaller picture, what are they doing?”)
Ss:	“ <i>Makan-makan, barbeque.</i> ” (“Having meals,”)
R:	“With whom, <i>dengan siapa?</i> ” (“..., with whom?”)
Ss:	“Father, brother, family.”
R:	“This one? <i>Yang ini apa?</i> ” (“..., how about this one?”)
Ss:	“Marshmallow, marshmallow, marshmallow.”

(Field Notes/10/30/2012)

Then the researcher asked the students to read the sentences below each comic strip panel. Here, some students were noisy and some students did the instruction. Then, she asked some students who disturbed their friends to read aloud the sentences as a punishment. Some students who were asked to read the

sentences did not pay attention to the others who read aloud the sentences before, so they did not know which sentences they had to read. She said, “We’re going to read the dialogues in the bubbles.” She led them to read aloud the dialogues in the speech bubbles. She asked, “At the back, *ada huruf yang besar-besar itu maksudnya apa?*” They replied, “*Ada yang teriak.*” She asked, “*Bisa tahu ceritanya?*” They said, “No, *dientup tawon.*” Then, she asked, “What did she do first, *yang pertama dia sedang apa*, this one?” They answered, “*Nyanyi-nyanyi.*” She asked, “Okay, what is the English for ‘*menyanyi*’? *Bahasa Inggrisnya menyanyi apa?*” They said, “Singing.” She asked, “*Kalau singing-nya verb 2, menjadi?*” They answered, “Singer, song, sang, sing, sang, sung.” She wrote ‘sang’ on the board. They said, “*Oh, sang.*” Together, they discussed the pictures in the comic strips and mentioned the vocabulary related to the pictures. She asked, “What is ‘*melihat*’ in English?” They answered, “Looking.” She reminded them not to be busy talking to their neighbours or beating the table. She asked, “What is the mother doing?” They said, “Read, read paper.” They mentioned the verbs in the comic strips and the past forms of the verbs. This interaction was captured in the following field notes.

R applies comic strips to activate Ss’ background knowledge. Ss read a sequence of comic strips. R introduces a model of a recount text to the Ss accompanied by a set of comic strips. R elicits Ss’ vocabulary by using comic strips. Ss pay attention to the pictures. Ss respond to it. Ss come in front of the class and write the words on the black board. Ss at the front are paying attention. Ss at the back disturb the situation.

(Field Notes/10/30/2012)

Next, the researcher directed them to do the vocabulary listing and change the verbs from the infinitive into the past form. Here, she gave a brief explanation

about using auxiliary verbs. Some students volunteered to do the task. Together, they checked the verbs list. Then, the researcher led students to pronounce the verbs first. Next, she asked them to do the next task in pairs. Some students were busy talking, and she reminded them about the task. Then some students wrote their answers on the board and she led them to check the answers.



Figure 6: **The students write their answers in changing the verb forms activity in front of the class.**

After that, she divided the students into 5 groups to re-arrange a jumbled recount text and put it in an envelope for each group. While she was taking the envelopes, she reminded them to re-write their assignments by using pen. It took quite a long time to have them work with their own groups. The class was noisy. They did their task. The time was up when they were still working. She asked them to do the task as their homework. At the end, she closed the class.

2) Second Meeting

The second meeting of the second cycle was on Wednesday, 31st October 2012. The researcher entered the class at 07.00 a.m. Every Wednesday, the students begin the lesson by reading Koran together. She started the class by

giving a short greeting to them and checking their attendance. She asked them to submit their assignments. Since there were still some students who had not re-written their writings by using pen, she gave them 5 minutes to do it. However, some students did not bring their assignments to the class. She monitored the students re-writing their assignments and told them to mark the assignments as assignment 1 and assignment 2. This activity was captured in the following field notes.

Ss do not submit their assignments on time. Some Ss are not disciplined. During this activity, some Ss are talking to their neighbours without seriously doing the instruction. The time for re-writing the assignments is up. R does not allow some Ss who do not bring the assignments to make the new ones in the class because it would spend more time.

(Field Notes/10/31/2012)

In the previous meeting, there was a task to re-arrange a jumbled recount text in groups. Since the students had not finished doing it the day before, they were told to do it at home. She asked each group to send a student to represent the group. Some students wrote the arrangement of the text on the board. Then, together they checked the answers. Only group 1 re-arranged the text correctly. They asked to be given a reward since they succeeded in re-arranging the text. Then, she told them to wait until the break time for the reward.

Next, she took out the worksheets for the students. One student volunteered to distribute the worksheets to the others. After having the worksheets with them, some students asked, “*Apa ini?*” She continued the lesson, but one student still had some worksheets with her and the half of the students had not got the worksheets. Then, she asked that student to only take one and give the rest to

other students. She said they could have the worksheets at the end of the research. Starting with page one, she directed them to the next activity.

Firstly, the researcher asked the students to mention the vocabulary related to school activities. The following field notes describes their responses in the building the context stage.

- R: “*Di gambar ini ada apa saja?*”
 (“What do you see in the picture?”)
- Ss: ” *Ada extracurricular activities.*”
 (“There are”)
- R: “*Okay, ada apa saja di sekolahkalian?*”
 (“..., what activities are there in your school?”)
- Ss: “*Football, camping, speaking, singing, playing doll, football, camping, playing doll, singing.*”
- R: “*Yang playing doll itu story telling.*”
 (“The one which is....is....”)
- Ss: “*O, ya.*”
 (“Alright.”)
- R: “*Lalu, di sekolah kalian, pramuka. What is the English for ‘pramuka’?*”
 (“Then, in your school, ‘pramuka’.”)
- Ss: “*Scout, scout, scout.*”

(Field Notes/10/31/2012)

Then, the researcher wrote the vocabulary mentioned by the students on the board. She asked them to read aloud together some parts of a text that would be used as an exercise. They followed her to read aloud some parts of the text. Some students laughed when they pronounced the words that were new for them.

Next, she asked the students to label the parts of the text. She reminded them about the generic structure of a recount text. She said, “Okay, let me remind you. What you have to do is to label the parts of the text. *Diberi nama bagiannya apa saja.* Okay everybody, what do you have to do? *Tugas kalian apa?* What do you have to do? *Tugasnya apa tadi?*” They said, “*Mengisi bagian.*” She asked again, “Fera, what do you have to do?” They asked for re-explanation. Then she

explained further, “Okay, you must label the parts of the text. *Silahkan diberi nama. Ingat tidak tadi recount bagiannya? Apa? Ada?*” They answered, “Orientation, sequence of events.” She continued, “And then?” They said, “Reorientation.” She gave another explanation, saying, “*Di bagian* sequence of events, you have to, *kalian harus menyebutkan kegiatannya yang lebih spesifik.*” She explained how to do the more specific parts. She said, “*Nah, misalnya yang satu ini ada football.*” She gave time for them to do the exercise, “*Tiga menit selesai.*” They said, “*Hah?*” Next, she asked them to read the vocabulary section in the end of the text if they did not know the Indonesian meaning of the words in the text. She asked them to label the rest of the text on page two of the worksheets, since many students only labeled the parts of the text on page one and some of them did not correctly label those parts. Then, they checked the answers together.

	Researcher	Students
Activities	<ul style="list-style-type: none"> - R introduces a model of a recount text to the Ss accompanied by a set of comic strips. - R explains the generic structure and language features of a recount text to Ss. 	<ul style="list-style-type: none"> - Labeling the parts of a recount text, identifying the generic structure of a recount text
Description	<ul style="list-style-type: none"> - Asking Ss to label the parts of the text 	<ul style="list-style-type: none"> - Asking for re-explanation about the instruction - Some Ss seem confused in labeling the parts of the text.

(Observation/10/31/2012)

After that, the researcher asked the students to do an exercise to rearrange a jumbled recount text and offered the chance for those who wanted to volunteer

to give answers. She said, "Please write your answers on the board. Who wants to be a volunteer?" They asked, "*Dapat nilai Bu?*" She said, "*Iya, dapat poin ya.*" A student said, "*Kasih roti, Bu.*" Then, three students gave their answers. All of the answers were correct. After that, she directed them to do the next exercise, namely rearranging a jumbled sequence of comic strips. She stuck the comic strips on the board and asked the students to rearrange the comic strips logically. Some students volunteered to arrange the comic strips. Some students asked for the turns again, so that she told them to give the turns to the others. Then, they discussed and checked the answers together. Some students laughed when she took the glue used to stick the comic strips. She asked them to check the answers again.

Then, the researcher asked the students to do the exercise to write a recount text. She showed some pictures showing the activities at the school. Next, she directed them to write their experience by giving a brief explanation about the past tense, connectors, and adverbs. Then, she asked them to submit their writings on that day. She monitored the students in writing their texts and directed them alternately. Here, some students asked about the parts that they had not understood. Some of them asked the Indonesian or English words that they wanted to use to the researcher, so that she asked other students to answer their friends' questions first. If they could not give correct answers, then she gave the answers for them.

After that, she shortly re-explained the parts of a recount text and how to use the connectors. Then, the bell rang. The time was up. Most of the students

submitted their writings, but some students were still working. Then, she asked them to fully use their dictionaries. At that time, they asked for help. She guided those students. Next, she collected their writings. She went around the class to make sure that everybody submitted the writing. Finally, she ended the lesson.

3) Third Meeting

The third meeting of the second cycle was on Friday, 2nd November 2012. The researcher and the English teacher entered the class at 09.45 in the third session. They had to wait the students to change their clothes after the P.E. class. The researcher opened the lesson by greeting the students. She reminded them to submit their homework. Then, she asked two students to distribute the worksheets to the others.

Firstly, she asked the students to pay attention to the pictures on the worksheets. In brief, the researcher asked them to describe the pictures. They were asked to open the worksheet on page three to read aloud a recount text together. Next, she asked them to mention the activities happening in the text.

	Researcher	Students
Activities	<ul style="list-style-type: none"> - R applies comic strips to activate Ss' background knowledge. - R introduces a model of a recount text accompanied by a set of comic strips to the Ss. - R elicits Ss' vocabulary by using comic strips. - R asks Ss to read a sequence of comic strips. - R gives time to Ss to identify the vocabulary and language features used in comic strips. 	<ul style="list-style-type: none"> - Ss read a sequence of comic strips. - Ss pay attention to and concentrate on R's explanation. - Ss respond to R's explanation, volunteer answers to R's questions etc.

Description	<ul style="list-style-type: none"> - Presenting big cards in front of the class - Stimulating Ss' response by using comic strips - Directing Ss to pay attention to the comic strips 	<ul style="list-style-type: none"> - Being given turns to read aloud the dialogues in the comic strips - Responding to R's questions about comic strips and the model text, the experience and the vocabulary related to the lesson theme
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(Observation/11/02/2012)

Secondly, the researcher prepared a set of comic strips and stuck them on the board. Some students volunteered to write the events on the board and match each event with the suitable comic strip, based on the text being read. Then, the bell rang. It was the break time. She could only use the last 15 minutes of the initial session.

The bell rang again. The lesson entered the fourth session. The researcher had already been in the classroom. Some students seemed to do their homework on another subject. She directed them to stop doing their homework and concentrate on the lesson, like, "No other homework, please." Next, she continued the lesson by asking them to complete the previous exercise, namely rearranging the comic strips.



Figure 7: A student rearranges the comic strips.

After that, the researcher guided the students to do the verb forms exercise together. She wrote the infinitive forms of the verbs and commanded them to mention the past forms of the verbs. Having finished doing the exercise, they were asked to rearrange a jumbled recount text. Some students volunteered to write their answers on the board. Then, the researcher guided them to check the answer together and decided the best arrangement of the text. This event was captured in the following observation.

	Researcher	Students
Activities	- R directs Ss to arrange a jumbled sequence of a recount text.	- Ss arrange a jumbled sequence of a recount text.
Description	- Giving chances to Ss to be volunteer in front of the class, offering additional points for Ss	- Individually, arranging the sentences into a recount text - Some Ss, trying to arrange the sentences on the black board, not evenly given the turns to come in the front of the class - Some Ss being the most active ones.

(Observation/11/02/2012)

Next, the researcher distributed the previous writing worksheets that had been given the feedback to the students and asked them to revise their writings. While the students were revising their writings, she monitored the class and guided some students who had questions about the feedback and how to revise their writings, like shown in the following field notes.

<p>Ss: “<i>Mbak, ini artinya apa?</i>” (Miss, what does it mean?)</p> <p>S19: “<i>Miss, Miss, Mbak, masa tanda smile nggak boleh?</i>” (Miss, Miss, Miss, why can’t I use a smiley?)</p>
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(Field Notes/11/2/2012)

Then, she shortly explained about the past tense and how to form positive and negative sentences. When the students asked questions about the vocabulary, she asked other students to answer their friends' questions first. If they could not give correct answers, then she told them the answers for the questions. How the students used their dictionaries was captured in the following observation.

	Researcher	Students
Activities	- R asks Ss to write a recount text.	- Ss write a recount text. - Ss use dictionaries.
Description	- Directing Ss to revise the previous work, making the new ones for those who do copying	- Revising the previous work - Each table has one dictionary or more - Few Ss are trying to ask R about the meanings of the words.

(Observation/11/02/2012)

The bell rang while the students were still revising their writings. She asked them to submit their works for those who had finished doing it and continue revising their writings for those who had not, to be submitted on the next meeting. That day, the students began to settle in following the lesson and paid more attention to what they learned. There were also fewer students who asked English words to the researcher.

c. Reflection

In the second cycle, the researcher and the English teacher had discussed a way to maintain the students' work on their writings. The students were asked to produce a piece of writing in three steps, namely planning, drafting, and editing.

In this cycle, there were signals of improvement on both the students' writing skills and the teaching and learning process. They also responded positively regarding their comprehension of text organization and verb forms. In the fourth meeting, the class was not conducive to complete all of the teaching and learning stages, as shown in the following interview with the English teacher.

R: *"Kalau menurut Ibu, keramaiannya itu berlebihan atau bagaimana saya harus memperbaikinya?"*

(*"In your opinion, was the class too noisy or how should I improve it?"*)

T: *"Iya. Sampai teriak itu kan, bikin apa, tidak bisa bicaranya biasa, berteriak begitu, dan itu pendapatnya apa istilahnya, ungkapan itu bukan pendapat yang apa ya, tapi kan melenceng. Itu yang harus dikurangi juga. Tapi saya memang dikelas itu sering mengalami seperti itu. Sering. Kalau di kelas C sama di kelas D, lebih mudah dikendalikan kelas C."*

(*"Yes. The students were more than talking, right. They were yelling and their opinions, what they expressed, those opinions were not the ones related to the lesson, but it's other than the lesson. We have to reduce that. But, I often experience that in the class. Often. It's easier to handle class C than D."*)

R: *... "Iya, tadi mungkin ada step pembelajaran yang belum lengkap, Bu? Bagian apa ya?"*

(*... "Right, so might there be missing teaching and learning steps, Mam? What part was it?"*)

T: *"Iya, pasti terakhir itu yang hilang ya, mesti, seperti itu. Ya, karena waktu juga. Iya, sih. Itu juga tergantung kelasnya. Kalau kelasnya pemahamannya cepat, maksudnya kerjasamanya cepat, juga pasti nanti, mungkin sampai akhir juga bisa selamat, itu. Tapi yang anak ini kan penanganannya khusus. Jadi sering tidak selesai, memang seperti itu."*

(*Right, the last one was certainly missing, certainly. Yes, it's also because of the time too. If the class understand quickly, I mean, if the comprehension, the cooperation is quick, later it must be, maybe the lesson will be safe, that's the thing. But these guys need special treatment. So, the teaching and learning steps are often incomplete, it's indeed like that."*)

(Interview/10/30/12)

The interview above indicates that the disturbance in the class influenced the smoothness of the teaching and learning process. It hampered the achievement of the learning indicators on the first meeting of the second cycle. As a result,

students had not improved well in mastering the generic structure of the text and the past tense. The following script shows the students' opinions about their difficulties and the learning materials that they had not fully understood.

-
- R: *"Kalau kamu? Yang melabeli, maksudnya yang baris pertama itu namanya apa, baris kedua namanya apa? Yang di awal tadi."*
 ("How about you? The one which you had to label the text parts, I mean, what the first line was mentioned, the second line was, the one at the beginning.")
- S16: *"Yo, kurang, kurang opo yo. Piye, kurang, ya belum begitu dong."*
 ("Right, I don't quite, I don't quite. How to say it, I don't quite, ya, I have not understood enough.")
-

(Interview/10/31/12)

The next one is about their responses to the improvements within themselves. They had better understanding about the generic structure of recount a text on the second meeting of the second cycle.

-
- R: *"Dik tadi pelajarannya susah tidak?"*
 ("Guys, was the lesson difficult?")
- S25: *"Lumayan."*
 ("It was fairly difficult.")
- S21: *"Tapi saya sudah Mbak, sudah."*
 ("But, I have, Miss, I have.")
- S16: *"Sekarang saya sudah agak dong, Mbak."*
 ("Now I have rather understood, Miss.")
- S25, 21: *"Tenane?"*
 ("Really?")
- S16: *"Tenan. Aku opo, yo, ya dong."*
 ("Really. I, how to say it, yes, I understand.")
-

(Interview/11/2/2012)

Besides, the teacher gave positive comments on the teaching and learning process and the students' concentration. She also suggested that the students learned better.

-
- R: *"Bu, tadi menurut ibu secara keseluruhan?"*
 ("Mam, what do you think of the lesson overall?")
- T: *"Hari ini saya kira sudah lebih tertib. Terus lebih teratur dan istilahnya, penyerapannya juga lebih baik. Saya kira, apa karena ini kondisinya pagi, ya. Kadang-kadang ya, apa juga namanya, ya tergantung anaknya, ya. Soalnya memang anak-anak kelas 8D itu saya kira moody. Jadi kadang-kadang mereka, ho'o, kadang-kadang mereka konsentrasi. Ya konsentrasi seperti itu. Ya kalau tidak ya, serabutan di kelas seperti itu tadi ya. Tapi hari ini kita bisa mendapatkan hal yang positif di dalam kelas itu bagus."*
 ("Today, I think, it has been more disciplined. Then, it has been more ordered, and it's like, better learning. I think, is it because of the condition which is in the morning, right? Sometimes, you know, it also depends on the students themselves. It's because, I think, the 8D students are moody indeed. So, sometimes they concentrate, just like this morning. Or they can be doing anything like you saw this morning. But today, we can get positive things in the class. That's good.")
-

(Interview/10/31/12)

On the third meeting of the second cycle, the researcher could handle the students and complete the teaching and learning stages. The English teacher also gave positive remarks upon the learning process that she observed.

-
- R: *"Ini Bu, tadi secara keseluruhan pelajarannya bagaimana ya, Bu?"*
 ("This one, Mam. Overall, how was the lesson, Mam?")
- T: *"Hari ini bagus. Maksudnya kalau saya melihat sih, lama kelamaan anak sudah mulai terkondisi. Ya memang istilahnya satu dua. Tapi hari ini bagus kok. Jadi, tidak seberantakan yang waktu pertemuan pertama, kedua, tidak. Sudah, sudah terkondisi."*
 ("Today, it was good. I mean, if I see that really, e, in the process of time, the students get more controlled. Yeah, it's like one or two students were not in control. But, today, it was good, indeed. So, it's not as messed up as the first, second meeting, no. They have been, they have been in control.")
- R: *... "Kalau perbedaan yang menurut Ibu itu lebih terlihat jelas dari pada pertemuan satu sampai sekarang itu apa ya, Bu?"*
 (... "How about the difference that you see it more clearly than the first meeting up to now, Mam?")
- T: *"Perhatiannya juga seperti, tergiring itu kelihatan sih. Tergiring, yang tadinya tidak rapi menjadi rapi itu lho. Maksudnya, anak-anaknya ke perhatiannya itu. Terus juga kemajuannya, mungkin kalau awal itu tidak mengerti, kita pas pengenalan materi itu. Kan mereka benar-benar, 'Ini apa sih? Apa, apa?' Kan apa, setelah sekian pertemuan kan baru mereka tahu. 'Oya,' seperti terbiasa dengan recount. 'O, mempelajari ini,' sudah mulai tertata itu. Ya memang harus berulang-ulang biar mengerti. Ya memang itulah kesempatannya."*

“The attention is like, driven, it’s really obvious. Driven, it’s like, it gets more ordered. The students’ attention. There is also an improvement in, at the beginning they didn’t understand, when we were introducing the materials, they were really, “What is this? What, what?” after several meeting they just know it, ‘I see.’ They get used to a recount text, ‘Oh, this one is about this.’ It began to get ordered. We need to explain it repeatedly, so that they understand. Well, that’s the chance to do it. ”)

(Interview/11/2/2012)

The interview script above shows that the teaching and learning process has improved. The students also show improvement in comprehending the lesson. They showed positive attitudes during the lessons. They began to submit their assignments completely. Since the teaching and learning process was getting better, the learning indicators could be achieved. Therefore, the researcher was able to evaluate the students’ works better. In some previous meetings, many of them frequently copied others’ works, but the number of students doing that was highly reduced by establishing classroom discipline.

At the end of the actions the researcher could gather the students’ and the English teacher’s opinions and responses about the overall changes that happened during and after the actions were implemented and the obstacles that appeared.

R: “*Bu, saya mau menanyakan kalau Ibu menilai perkembangan siswa untuk menulis itu bagaimana, Bu?*”

(“Mam, I’d like to ask about, how do you see the students’ improvement on writing, Mam?”)

T: “*Kalau saya melihatnya, ada peningkatan. Karena kan ada kesempatan untuk mengulangnya berkali-kali. Ada misalnya, ada yang pertama, kemudian terus direvisi. Selanjutnya terus ada lagi, sampai diulang-ulang lagi. Diharapkan kan, dengan salahnya pertama, kemudian salah kedua itu semakin berkurang-berkurang. Iya.*”

(“I see that there is an improvement. It’s because the students got the chance to do it repeatedly, for example there is the first draft, and then they revised that. Then, there were more, and they repeated it again and again, and it’s hoped that the number of errors were lessened. Right.”)

- R: *“Kalau, untuk subskill seperti grammar, vocabulary, dan organisasi teksnya itu, bagaimana Bu?”*
 (“How about the subskills like grammar, vocabulary, and text organization, Mam?”)
- T: *“Kalau sebagian besar, untuk mengetahui teks recount itu isinya apa-apa, saya merasa itu sudah. Mereka sudah tahu, untuk istilaha dengan teori recount. Kemudian untuk menyusun paragrafnya, pertama, kedua, isinya harus sedemikian itu, saya kira mereka sebagian besar sudah tahu. Hanya kalau yang namanya grammar, vocab, itu yang paling sulit memang. Yang, dan itu tidak akan pernah terduga saya kira anak-anak itu. Jadi bisa yang sekarang betul, besok sudah salah, besok lagi betul, besok seperti itu. Iya.”*
 (“Mostly, the students have understood the content of a recount text. They have known that, it’s like, the theory of recount. Then, to arrange the paragraphs, the first one, the second one, what the content should be, I think mostly they have known that. It’s just that the grammar, vocabulary which are the most difficult ones, indeed, which, and I think the students are unpredictable. So, it can be that now they correctly use them, tomorrow they use them incorrectly, the next one they correctly use them, tomorrow it’s like that. Yeah.”)

(Interview/11/14/2012)

The students were also invited to give their comments about using comic strips in the teaching and learning of writing. The following script is one of the interviews with the students at the end of the second cycle.

- R: *“... Terus menurut kamu, kekurangan kalau menggunakan comic strips-nya apa, yang masih kesulitan kalau pas writing.”*
 (“Then, in your opinion, what are the lacks in using the comic strips? The one which you still find it difficult in writing.”)
- S18: *“Itu, kata-katanya sedikit tapi bikin kalimatnya kan banyak. Jadi harus bikin sendiri.”*
 (“This one, there are not many words in the comic strips, but, I have to make a lot of sentences. So, I have to write the rest of the sentences by myself.”)

(Interview/11/14/2012)

D. Research Findings

1. Cycle 1

In the first cycle, the problems related to writing skills were still the major issues that remained. Furthermore, the students' disturbing behavior affected the completion of the teaching and learning stages and severely affected the overall completion and submission of the learning tasks.

At the beginning of each lesson, which was mainly focused on activating the students' background knowledge, the students were enthusiastic in listing the vocabulary related to the theme of the lesson, which was presented through comic strips. They mentioned the words, either in Indonesian or English. They learned new words when they were describing the comic strips. They mostly liked matching and re-arranging a set of comic strips.

Regarding the students' writing skills, most students improved in using the correct text organization. They began to frequently use connectors to make a coherent text. Rearranging comic strips by using connectors was helpful in practicing logical thinking and the text organization. They were able to write their activities in an orderly sequence. Matching the comic strips helped them to retain more vocabulary. Furthermore, the comic strips gave them visual stimuli. They also produced more sentences in their writings. However, few students did not smoothly finish their writings and copied their friend's works. The researcher also found out that the majority of the students still had problems in producing grammatically correct sentences, especially in using auxiliary verbs. There were still problems in using appropriate vocabulary. Most of them directly used the

words that they found in their dictionaries. However, more students brought dictionaries, so that the disturbances at the beginning of the cycle such as walking around the classroom to borrow others' dictionaries and making noises were gradually reduced. They also tended to get instant answers about vocabulary. Most of them frequently asked the researcher the meaning of the words they wanted to use. To overcome that, the researcher always asked them to consult their dictionaries and offered other students to answer the questions.

The students were able to adapt to the teaching and learning stages in the second meeting, which ran better than the first meeting, but making the students to write their drafts was a hard work. Other problems appeared when the classroom discipline was not established. When some students disturbed their neighbors, they chatted as they worked. Finally, more students did not focus on their writings. As long as they had finished the writings, they would not do anything to revise their writings and continued to disturbingly socialize with the others.

In general, in cycle 1 the researcher did not only deal with achieving learning indicators, but also the problems arising during the teaching and learning process. Besides, the activities employing comic strips were effective to grab the students' attention to the learning materials and elicit their vocabulary. However, there was another problem, which was the length of the students' attention span. Since they had not fully comprehended the materials and their writing skills had not improved, the researcher continued the actions to the next cycle.

2. Cycle 2

The actions in cycle two were aimed to get better achievements of the learning indicators for writing and establish a conducive teaching and learning process.

As the process proceeded and after a number of tasks and writing assignments, the students have improved in five main issues addressed in this research. Firstly, it is that they used the text organization correctly. Most students, who previously did not understand the parts of the text, started to produce complete texts accompanied by the use of connectors. Matching the comic strips with the activities in the recount texts was helpful to practice using connectors. They showed a better understanding of the generic structure of a recount text. Secondly, in terms of using correct grammar, most students have improved in using the past tense. The common verbs they used were the ones in the comic strips such as went, ate, tried, learnt, etc. However, misusing the rule of adding a suffix to the words was sometimes found, for example the students used *-ed* after irregular verbs, nouns, adjectives, and adverbs to get the past forms. They also showed a slight mastery of using irregular verbs. Thirdly, their vocabulary and word choice were more varied, though the words were occasionally inappropriate. The meanings were confusing because they tried to translate informal Indonesian into English. However, many students used the better word choice.

In relation to the teaching and learning process, in the initial meeting of cycle two, the researcher found that the students' discipline had not been established. Therefore, she took some direct actions such as giving points for

students who were positively active in learning tasks and warning the students who disturbed their friends most or made noises. As a result, the next meetings were better in terms of the classroom condition, order, and learning process. The students paid attention to the explanations and instruction better. In addition, the teaching and learning stages could be completed. Therefore, at the end of cycle two, the students were able to complete their tasks, and the learning indicators.

3. Summary of Cycle 1 and Cycle 2

In the first cycle, the researcher found that the students had improved in using the text organization, indicated by an increasing use of connectors. However, their main difficulties remained in using the correct grammar and appropriate vocabulary. They began to use verbs in past forms, but they were not consistent in writing the sentences. In one sentence, they used correct verbs, but later, they made mistakes in other sentences. To continue, when they chose the words, they tended to write any words that they found directly. As a result, the word choices were actually not appropriate. In addition, the problems that happened during the teaching and learning process such as the students' undisciplined behavior and low self-learning awareness influenced the efforts to achieve the learning indicators.

In the second cycle, the researcher still dealt with many aspects of writing which had not improved. Furthermore, there were also other issues in handling the class such as the students' disturbing behavior, classroom discipline, and completion of the teaching and learning steps.

The following table presents the changes that happened in both cycles regarding the writing process and the teaching and learning process.

Table 5: Changes in the Writing Process and the Teaching and Learning Process

Cycle 1	Cycle 2
<ul style="list-style-type: none"> - The teaching and learning processes were often incomplete and messy. - One or two of the learning indicators for every meeting were not achieved. - Many students in the class were trouble makers. - Most students asked the researcher about meanings of the words rather than consulted their dictionaries. - Many students did not bring their dictionaries. - At the beginning they directly wrote their texts in one step. - They used to copy an example or other's works rather than their own experience because they wanted to get their writings finished soon. 	<ul style="list-style-type: none"> - The teaching and learning processes were better, complete and more ordered. - Each meeting fulfilled the learning indicators. - The trouble makers actively volunteered to give answers in front of the class, most students began to follow the lesson attentively. - Fewer students asked the researcher about meanings of the words and began to fully consult their dictionaries. - Each table had at least one dictionary. - They were used to writing process, starting from planning, drafting and revising. - They wrote their own experience.

Regarding the students' writing skills, the researcher presents the results of the actions of each cycle in the following table.

Table 6: The Students' Writing Skills in Each Cycle

Writing Aspects	Cycle 1	Cycle 2
Content	<ul style="list-style-type: none"> - Mostly writing as much as what was required, few writing less than what was required - The ideas were similar to the examples of the text in the worksheet or books 	<ul style="list-style-type: none"> - Writing more sentences, telling personal and emotional experiences, communicating more messages, and trying to get response at the end of their writings
Organization	<ul style="list-style-type: none"> - Mostly not including the reorientation part of the text - Mostly not using connectors 	<ul style="list-style-type: none"> - Mostly using complete text organization - Few not using connectors
Language Use	<ul style="list-style-type: none"> - Using present participles and infinitive forms incorrectly - Not using verbs in producing the sentences - Using adjectives as verbs - Not using auxiliary verbs - Mostly having problems in writing phrases - Mostly not using correct prepositions - Mostly not using articles or few using articles either correctly or incorrectly 	<ul style="list-style-type: none"> - Making slight improvement on writing grammatically correct sentences - Using verbs in producing the sentences - Using past tense with occasional errors in verb forms - Misusing the rule of adding the suffix –ed, such as adding –ed to irregular verbs, nouns, adjectives, and adverbs - Being slightly confused whether to use certain auxiliary verbs or the other ones - Facing difficulty to use the past forms of the verbs for few students - Consulting the dictionaries, but some students not using the correct forms

(continued)

(continued)

Vocabulary	<ul style="list-style-type: none"> - Mostly having difficulty in determining correct words to express adjectives or an action - Showing limited use of English vocabulary - Mostly using inappropriate word choices 	<ul style="list-style-type: none"> - Using effective verbs, adjective, and adverbs for some students - Mostly using extended vocabulary with occasional inappropriate word choices
Mechanics	<ul style="list-style-type: none"> - Some using paragraphs, mostly produce one paragraph-long writings - Frequently using capitals for common nouns, words in the middle of a sentence, not giving punctuation, incorrectly placing punctuation 	<ul style="list-style-type: none"> - Few using one paragraph-long writings - Correctly using capitals, few having problems in punctuation, few misspelling found in some writings

4. The Students' Scores

The students' writing scores were analysed at the beginning and at the end of the actions to find out whether the actions improved the students' writing skills. The reliability of the scores was gained by conducting the same test for the pre-test and post-test. Beside, there were two raters to assess each of the students' writings. The following are the ideal mean and standard deviation of the writing scores.

$$\begin{aligned}
 \text{Ideal Mean} &= 1/2 (\text{Highest Score} + \text{Lowest Score}) \\
 &= 1/2 (20 + 5) \\
 &= 1/2 (25) \\
 &= 12.5
 \end{aligned}$$

$$\begin{aligned}
 \text{Ideal SD} &= 1/3 (\text{Highest Score} - \text{Ideal Mean}) \\
 &= 1/3 (20 - 12.5) \\
 &= 1/3 (7.5) \\
 &= 2.5
 \end{aligned}$$

Then, the means and standard deviations in the writing tests conducted were calculated. The following table presents the means and SDs of the writing tests.

Table 7: The Comparison of the Means and SDs

	Ideal Measurements	Pre-test	Action 1	Action 2	Post-test
Mean	12.50	8.67	10.79	12.07	14.67
SD	2.50	3.52	3.08	3.38	2.46

From table 7, the results of several writing tests within the phases of the research can be compared to the ideal measurements. In this regard, the means and standard deviations of the writing tests were compared to the ideal mean and standard deviation. The writing tests were a pre-test, a post test in action 1, a post test in action 2, and a post test at the end of the research. One by one, the students' writing scores in the tests are discussed in the following details.

Starting from the result of the pre-test at the beginning of the research, it was found that the mean of the students' writing scores was noticeably lower than the ideal mean, namely 8.67 compared to 12.50. The difference between the two is 3.83, which is quite noticeable. The low scores are presented in the following table and the factors affecting the scores are discussed subsequently.

Table 8: The Mean Scores for Five Aspects of Writing in the Pre-Test

	Content	Organization	Grammar	Vocabulary	Mechanics
Means	1.86	1.84	1.56	1.70	1.71

The first factor was related to the content of the writings such as the actual number of sentences that the students' wrote, which was less than the required one

and the ideas expressed by the students, which were not elaborately developed. It is shown by the mean score of the content, namely 1.86.

The second factor is the incomplete use of the organization of a recount text. In the pre-test, the students mostly wrote up to the sequence of events, and only few of them used the complete text organization. There was also found the ineffective use of sentence connectors and conjunctions. It is represented by the average score of the organization, namely 1.84.

The third factor is due to the grammatical mistakes, such as missing verbs, the voice of the tense, incorrect tenses, incorrect phrases, incorrect pronouns, and incorrect prepositions. Those findings were represented by the average score of the use of grammar, namely 1.56.

The fourth factor was regarding the inappropriate word choices, such as using nouns as verbs, adjectives as verbs, adjectives as prepositions, adverbs as prepositions. Since there were a large number of mistakes in using vocabulary, the average score for vocabulary was 1.70.

The last factor was the incorrect use of mechanics. In most of the writings, there were found mistakes on spelling, capitalization, punctuation, and indentation. The students mostly wrote one paragraph long writings, incorrectly put and/or missed the punctuation, and used incorrect capitalization such as not using capital letters at the beginning of sentences and proper nouns and using capital letters in the middle of the words. Therefore, the average score for the use of mechanics was 1.71.

At the end of the first cycle, the researcher conducted a post-test. From the post-test, it was found that the mean of the students' writing score was still lower than the ideal mean. However, the mean had increased from 8.67 to 10.79. It showed that the factors affecting the low writing scores had been reduced. The following table presents the mean of the students' writing scores in five aspects of writing at the end of the first cycle and the factors that contributed to the scores are explained as follows.

Table 9: The Mean Scores for Five Aspects of Writing after Action 1

	Content	Organization	Grammar	Vocabulary	Mechanics
Means	2.50	2.54	1.81	1.84	2.09

The first factor that contributed to the improvement of the scores was that the students began to write more ideas in their writings. It can be observed from the table that the average score for the content aspect is 2.50. In the test, many students, who previously wrote less than the required one, were able to improve the contents of their writings. Though there were still some students who wrote not more than five sentences, most of the students wrote more events in their recount texts.

The second factor was related to the organization of the text. From the table, it can be seen that the average score for the organization aspect is 2.54. In this test, some of the students had used the complete organization of a recount text. However, most of the students only wrote up to the sequence of events part. There were also many students who still wrote up to some parts of the sequence of events.

The third factor was the improvement on using grammar. At the end of the first cycle, most of the students were able to form sentences by using subjects and predicates. Nevertheless, there were found incorrect verb forms in most of the students' writings. Many of them also still used other parts of speech as verbs. Furthermore, the students tended to misuse the rule to form past forms for regular verbs and they mistakenly applied this rule to irregular verbs. In such limitations, many students, whose writings did not communicate the messages well before, were able to make their sentences more understandable. It is shown by the average score for grammar, namely 1.81.

The fourth factor was due to the better use of vocabulary. In this test, the students' writings showed an increased use of parts of speech and more appropriate word choices. The words that the students used were more varied too. This improvement is represented by the average score for the vocabulary use, namely 1.84.

Regarding the mechanics, the students' writings at the end of the first cycle showed a better use of mechanics, as indicated by the average score for mechanics, namely 2.09. Here, many students still wrote one paragraph long writings. In addition, the mistakes in spelling, capitalization and punctuation were reduced.

The researcher also conducted a writing test at the end of the second cycle. Compared to the means of the students' writing scores in the two previous tests, the mean in this test was in the nearest point from the ideal mean. The writing scores have considerably improved, as shown by the mean of the writing scores,

namely 12.07. The improvements in the second cycle are represented by the means of the five writing aspects in the following table and discussion.

Table 10: The Mean Scores for Five Aspects of Writing after Action 2

	Content	Organization	Grammar	Vocabulary	Mechanics
Means	2.94	2.77	1.97	2.16	2.20

Firstly, in terms of content, the students' writings in this test showed more elaborate ideas, as well as the number of sentences in their writings. Almost all of the students met the minimum number of sentences required, and only a few wrote under the required one. This is represented by the mean score for the content, namely 2.94.

Secondly, the writings have shown the complete use of the text organization by the majority of the students. On the other hand, some of the students still did not include the re-orientation part of the recount text. The researcher also found a more effective use of conjunctions along with chronologically ordered events in the writings. This improvement is represented by the mean score of the organization aspect, namely 2.77

Thirdly, the students showed a better use of grammar, as shown by the mean score for grammar, namely 1.97. Though most of the students often incorrectly used the verb forms, their writings were able to communicate the messages they intended to write.

Fourthly, the improvement of the vocabulary aspect is represented by the mean score for vocabulary, namely 2.16. The inappropriate vocabulary use was reduced and the students had improved on the recognition of the parts of speech.

Fifthly, regarding the use of mechanics, most of the students have used indentation in their writings. The number of the incorrect capitalization, punctuation and spelling also decreased.

At the end of the research, the researcher conducted a post-test. In this post-test, the mean of the students' writing scores is the higher than the ideal mean, which indicates that the mean of the students' writing scores is high.

Table 11: The Mean Scores for Five Aspects of Writing in the Post-Test

	Content	Organization	Grammar	Vocabulary	Mechanics
Means	3.34	2.97	2.71	2.93	2.71

On table 11, the mean scores of the five writing aspects in the post-test are presented. In this test, the students have noticeably improved their skills in developing ideas, as well as using the text organization, grammar, vocabulary and mechanics.

In terms of contents, most writings have fulfilled the required number of sentences and showed elaborate details. It is represented by the mean score for the content aspect, namely 3.34.

Regarding the organization of the text, the majority of the students have used the complete text organization and only few of the writings did not contain the re-orientation part of the recount text. The effective use of conjunctions and sentences connectors was also found in most of the writings. This is represented by the mean score for the organization aspect, namely 2.97.

In terms of grammar, the most of students have used verbs in their sentences with incorrect verb forms as the major errors found. The students' mean score for grammar in this test is 2.71.

Regarding the use of vocabulary, the more appropriate word choice is shown by the mean score for the vocabulary, namely 2.93. The better recognition of parts of speech was also shown by the students. However, some students still found it difficult to use the correct word formation, especially in using gerunds.

In terms of mechanics, using indentation was the most noticeable improvement. The writings showed highly reduced errors in capitalization, punctuation, and spelling, as represented by the mean score for the mechanics aspect, namely 2.71.

In addition, the comparison between the standard deviation of the ideal measurement and the one of the pre-test scores indicates that the students' writing scores are not evenly spread out. There is a noticeable gap between the higher scores and the lower scores. On the contrary, the standard deviation in the post-test is smaller than the ideal one. It indicates the students scores are spread out more evenly near the mean.

In addition, the students' scores were categorized based on the standard deviation areas of the ideal measurement. The conversion of scores is in the following table.

Table 12: The Conversion of Scores Based on the Standard Deviation Areas for the Conversion of Scores Proposed by Suharto (2006: 61)

Standard Deviation Area	Class Interval	Interpretation
(+2,00) – (+3,00)	17.50– 20.00	Excellent
(+1,00) – (+1,99)	15.00 – 17.48	Very Good
(+0,00) – (+0,99)	12.50 – 14.98	Good
(-1,00) – (-0,01)	10.00 – 12.48	Bad
(-2,00) – (-1,01)	7.50 –9.98	Very Bad
(-3,00) – (-2,01)	5.00 – 7.48	Extremely Bad

Then, based on the intervals of the scores, the researcher categorized the students' writing skills in the pre-test as follows.

Table 13: The Categorization of Students' Writing Skills Based on the Result of the Pre-Test

Class Interval	Frequency (n = 35)	Interpretation
17.50 – 20.00	-	Excellent
15.00 – 17.48	2	Very Good
12.50 – 14.98	6	Good
10.00 – 12.48	7	Bad
7.50 – 9.98	5	Very Bad
5.00 – 7.48	15	Extremely Bad

In the pre-test, there was no student who belonged to the excellent category. Almost half of the class belonged to good and bad categories. Then, most students belonged to the extremely bad category.

After conducting the post-test, the researcher can categorize the students' writing skills in the following table.

Table 14: The Categorization of Students' Writing Skills Based on the Result of the Post – Test

Class Interval	Frequency (n = 35)	Interpretation
17.50 – 20.00	5	Excellent
15.00 – 17.48	12	Very Good
12.50 – 14.98	11	Good
10.00 – 12.48	7	Bad
7.50 – 9.98	-	Very Bad
5.00 – 7.48	-	Extremely Bad

The result of the post test shows that the students' writing skills have reached better categories. Five students are in excellent category and most of the students are in very good and good categories in which each category shares almost similar number of students. Furthermore, the number of the students with lower writing skills has lessened. The students performed better in the post test.

Then, to find out the significance of the difference between the mean of the pre-test and post-test, the researcher performed a paired-samples t-test. Before performing the test, she checked for the data normality and homogeneity. The normality of the data distribution is presented in the following table.

Table 15: **The Result of the Test of Normality**

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.194	35	.002	.869	35	.001
Posttest	.107	35	.200	.975	35	.587

From the result of the normality test above, the significance level of the normality of the data in the pre-test is lower than 0.05, namely 0.01. It means that the distribution of the data is not normal. On the other hand, the significance level of the normality of the data in the post-test is 0.587, which is higher than 0.05. It means that the data are normally distributed.

Regarding the homogeneity of the data, the data for paired-samples t-test are assumed to have equal variances (Larson-Hall, 2010:251), so that the data are assumed to be homogenous. Therefore, the researcher conducted a paired-samples t-test. The result is presented in the following table.

Table 16: The Result of the Paired-Samples T-Test

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-6.00000	3.18544	.53844	-7.09424	-4.90576	-11.143	34	.000

The table above informs that the t value is -11.14 and the significance level of the difference between the means is 0.00, which is less than 0.05. It indicates that the difference between the means is significant.

E. Interpretation of the Findings

The classroom observation, interviews, and students' scores revealed that the comic strips were useful to teach writing to the students. It was also found that the learning indicators were achieved when the teaching and learning process was successful in terms of the completion of the learning stages and tasks. The improvements were mostly related to the writing teaching and learning process, the writing process, and the writing microskills.

Firstly, this research has revealed the strengths and weaknesses of using comic strips to teach writing, the problems during the teaching and learning process, and the students' responses and interaction during the learning activities. To begin with, comic strips were effective to initiate the students into the learning materials. Those comic strips were interesting for students. The students' attention

was driven to the lesson. In addition, they focused on doing their tasks. The activities using comic strips could motivate them to actively participate during the teaching and learning process.

In this research it was observed that once the students were interested in what they saw and read, they voluntarily mentioned and listed the words and activities, both in recount texts and comic strips. Besides, they actively volunteered to give their answers and do the tasks in front of the class such as mentioning the vocabulary and events in the comic strips, matching comic strips with events in recount texts, and re-arranging the comic strips.

In terms of students' interaction, the students gradually showed positive interactions during the teaching and learning process. At the beginning of the research, disturbing behaviors such as chatting during the lesson and disturbing other students were frequently observed. To reduce those negative interactions, the researcher provided pair works and group works by using comic strips, so that the students could interact to each other positively during the lessons. They also began to answer their friends' questions about verb forms, vocabulary, and connectors. As a result, the students' interactions could be diverted into the positive ones.

Secondly, regarding the process of writing, the students were introduced to the writing process. Before the actions were implemented, they usually produced a piece of writing in one step. In this research, the researcher has introduced the writing process to the students and made them work based on the suggested steps, namely planning, drafting, editing and producing the final product. Besides,

before the actions were implemented, many students were used to copying their friends' works. In this research, she emphasized that the students' writings were not only valued based on the length and quality, but also whether their writings were their own works or not. Seow in Richards and Renandya (2002: 316) also points that process writing in the classroom may be construed as a program of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point. The writing process introduced in this research has gradually changed the students' negative habits in producing a piece of writing into the positive ones.

Thirdly, the aspects of writing such as content, organization, grammar, vocabulary and mechanics have improved as shown in the students' writings in the assignments and the post test. From their writings, it could be observed that the comic strips were useful aids to activate their background knowledge and encourage them to read the comic strips, as the pictures in the comic strips provided visual stimuli. This finding corresponds to the statement that comic strips can be a good prompt for writing (Norton and Vanderheyden 2003; Ranker 2007 in Drolet (2010:133)). As a result, they did better in brainstorming the ideas. Similarly, they understood more about the events in the texts with the pictures provided. On average, the students have improved on the number of sentences produced.

In terms of the text organization, the comic strips helped to improve the students' skill to sequence events, one after another logically. Practicing the text organization by rearranging the comic strips was helpful for students. The

activities in comic strips also gave models for the activities that the students should write. At the end of the research, the students have improved significantly on using the text organization, sentence connectors and conjunctions.

Regarding the use of grammar, the students have made a fair improvement on their grammar. The comic strips help them to learn grammatical items, for example, changing the present tense into the past tense. Most students with higher ability used it correctly or made minor mistakes, and the students with lower ability made frequent mistakes in their writings and only used few features of the past tense.

In terms of vocabulary, the comic strips enabled the researcher to elicit and add the students' vocabulary related to the theme of the lesson. This finding corresponds to the notion of Parson and Smith (1993) in Drolet (2010: 129). It is stated that comic strips are strong visual media that can help the students develop their vocabulary. During the teaching and learning process, they expressed what they read and tried to find the meanings of some words which were new for them in the dictionaries. Those comic strips also provided models for the verbs that are mainly used in most recount texts. Furthermore, the students' writings have shown an improvement in the effective use of parts of speech.

Viewed from the use of correct mechanics in writing, at the beginning of the research most students made frequent errors in spelling and did not pay attention to their paragraphs, punctuation, and capitalization. In each of writing activities, they learned to use correct mechanics. Though errors were frequently found, there was a reduced degree of errors.

In conclusion, the comic strips were effective to teach writing to the students. They were interested in the learning activities using comic strips. In addition, the analyses of the results of the pre-test and post-test show a significant improvement on their writing scores. Therefore, the use of comic strips has effectively improved the students' writing skills in developing ideas as well as using the text organization, grammar, vocabulary, and mechanics.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. CONCLUSIONS

This research has revealed that teaching writing through comic strips has brought some changes to the students' writing skills and the teaching and learning process. In two cycles, the researcher tried to investigate the results of teaching writing to students by using comic strips and evaluated both the writing products and the teaching and learning process. From the beginning to the end of the actions, the outcomes of the actions and the obstacles that she found in the teaching and learning process were then analyzed and related to find out whether using comic strips improved the students' writing skills. The following is the summary of the process and results of the research.

1. The meetings in the first cycle were not fully effective. As a result, some learning indicators could not be achieved. The students' were not positively active during the meeting. However, it gradually changed in the second cycle. The teaching and learning stages were complete and the students had better participation and discipline in the classroom.
2. The students were enthusiastic in reading the events in the comic strips.
3. The students could mention the words related to the comic strips.
4. The students could list the events in the comic strips.
5. The students were able to use connectors in arranging the comic strips.
6. The students could match the comic strips to the events in the recount text.

7. The students used the vocabulary and the tenses used in the comic strips.
8. The students showed better performance in the amount of the contents that they wrote. They wrote more sentences, events, and feelings in their writings.
9. The students' writings were more completely organized. Almost all of the students used the complete text organization.
10. Most of the students showed their efforts in using the past tense though misusing the rule of forming the past forms of regular verbs was still found in using the irregular verbs, adjective, and adverbs.
11. Most of the students used better word choices. They have gradually improved in effectively using the parts of speech.
12. The students used better mechanics. They have improved in using the correct indentation, capitalization, punctuation, and spelling.

B. IMPLICATIONS

From the research findings, the researcher suggests the following implications of the research findings.

1. The completion of the learning stages in the teaching and learning process affected the achievement of the learning indicators.
2. Introducing recount texts through comic strips enabled the students to build their understanding of the contexts of the texts and elicit their vocabulary. As a result, they comprehended the texts better.

3. The activities using comic strips such as identifying the vocabulary and verbs as well as matching and rearranging the comic strips were effective for teaching vocabulary, grammar, and the text organization to the students.
4. The use of comic strips could improve the students' skills in developing ideas as well as using the text organization, grammar, vocabulary and mechanics.

Therefore, the English teacher can further use comic strips in teaching writing to the students, especially the subskills of writing, because the text organization and language features can be learned and practiced through comic strips.

C. SUGGESTIONS

1. English Education Department Students

The students can further investigate the advantages of comic strips as learning media and teaching the other English macro skills. They can also develop the learning materials from comic strips.

2. English Teachers

The researcher suggests that the English teachers can further use comic strips as learning media. There are many types of comic strips that can be used to teach writing in other text types, so that comic strips can benefit the teachers in presenting the learning materials and giving writing practices to students.

3. Other Researchers

In this research, the researcher found that there were other issues that emerged in the teaching and learning process, so that there are other phenomena which can be investigated to better the teaching and learning process and students' achievements in learning the subject. It can also be that other researchers investigate the use of comic strips to improve students' ability in other skills.

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APPENDICES

APPENDIX A

OBSERVATION

SHEETS

OBSERVATION SHEETS

Cycle 1 : 1st Meeting

Day/Date : Tuesday, 16th October 2012

Object : Researcher

Observer : Anna Betty Yuliana, S. Pd.

No.	Researcher's Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.	√		
2.	R introduces the topic of the lesson.		√	It isn't clear.
3.	R spreads worksheet for Ss.	√		
4.	R asks Ss to tell their past experience to activate Ss' background knowledge.	√		Writing the vocabulary from the Ss, asking Ss to write their ideas, drawing word-web
5.	R asks the Ss to identify a recount text among different text types.	√		Asking Ss to mention the text types presented, what those texts are about
6.	R identifies Ss' major understanding regarding a recount text.	√		Focusing on one text
7.	R applies comic strips to activate Ss' background knowledge.	√		Stimulating ideas
8.	R introduces a model of a recount text to the Ss accompanied by a set of comic strips.	√		The explanation is clear enough
9.	R elicits Ss' vocabulary using comic strips.	√		Ss answer R's questions, mention the words they know, some Ss are talking.
10.	R asks Ss to read a sequence of comic strips.	√		Some Ss do not pay attention.
11.	R gives time to Ss to identify vocabulary and language used in comic strips.	√		Ss answer the questions.
12.	R explains the generic structure and language features of recount text to Ss.	√		Students' answer the questions

13.	R directs Ss to do a completion task.	√		Asking Ss to write connectors in a text with missing words
14.	R directs Ss to arrange a jumbled sequence of recount text accompanied with a set of comic strips.	√		Giving clues, helping with the vocabulary, guiding to connect pictures in comic strips and words in the recount text
15.	R directs Ss to arrange a jumbled sequence of a recount text.	√		Ask them to write connectors
16.	R asks Ss to write a recount text.	√		Saying, “Try to make it on your own.”
17.	R collects Ss’ works.	√		Only few students submit their writings
18.	R gives feedback directly or orally during the lesson.	√		R checks Ss around, guiding Ss in gathering ideas
19.	R concludes the lesson.		√	No review. Time is up.
20.	R closes the class.	√		

OBSERVATION SHEETS

Cycle 1 : 1st Meeting

Day/Date : Tuesday, 16th October 2012

Object : VIII D Students

Observer : Anna Betty Yuliana, S. Pd.

No.	Students' Activities	Yes	No	Description
1.	Ss read a sequence of comic strips.	√		
2.	Ss pay attention to and concentrate on R's explanation.	√	√	Some concentrating, some keeping talking
3.	Ss respond to R's explanation, volunteer answers to R's questions etc.	√		Giving ideas about holiday
4.	Ss deliver questions related to the explanation about recount text.	√		Too noisy
5.	Ss do the exercises by using comic strips as their model text to write.	√		Write the activities in the recount text and the comic strips.
6.	Ss do a completion task.	√		Completing a recount text with missing words, writing connectors beside each comic strips based on the events in the text, some Ss actively volunteering to do the task in front of the class
7.	Ss arrange a jumbled sequence of comic strips.	√		Matching the pictures to the sentences on the black board based on the recount text given
8.	Ss logically re-arrange a jumbled sequence of a recount text accompanied by a set of comic strips.	√		Asking for help to R, having problems in comprehending the recount text, not yet familiar with many words in the recount text
9.	Ss ask for explanation or information to R or peers to help them overcome difficulties	√		Noisy

10.	Ss use dictionaries.	√		Ss tend to ask meaning to teacher.
11.	Ss write a recount text.	√		Starting with word-mapping, Ss develop their writings.
12.	Ss submit their tasks.		√	Not all Ss submit their writings.
13.	Ss make conclusions about the lesson.		√	

OBSERVATION SHEETS

Cycle 1 : 2nd Meeting

Day/Date : Wednesday, 17th October 2012

Object : Researcher

Observer : Anna Betty Yuliana, S. Pd.

No.	Researcher's Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.	√		Short and simple greeting & checking
2.	R introduces the topic of the lesson.	√		The introduction is clear, accompanied by the pictures
3.	R spreads worksheet for Ss.	√		-
4.	R asks Ss to tell their past experience to activate Ss' background knowledge.	√		Stimulating Ss responses by asking about doing things for the first time
5.	R identifies Ss' major understanding regarding a recount text.	√		Asking the basic contents of the recount text
6.	R applies comic strips to activate Ss' background knowledge.	√		Asking Ss to analyze the comic strips
7.	R introduces a model of a recount text to the Ss accompanied by a set of comic strips.	√		The comic strips are big and clear enough
8.	R elicits Ss' vocabulary using comic strips.	√		Checking around
9.	R asks Ss to read a sequence of comic strips.	√		Checking around
10.	R gives time to Ss to identify vocabulary and language used in comic strips.	√		Checking around
11.	R explains the generic structure and language features of a recount text to Ss.	√		Checking around, checking Ss' understanding through how Ss do the task.
12.	R directs Ss to do completion task.	√		Ss are asked to do the task in pairs.
13.	R directs Ss to arrange a jumbled sequence of comic strips.	√		Explaining about the connectors

				Ss use connectors and break down the activities for each comic strip based on the recount text
14.	R directs Ss to arrange a jumbled sequence of a recount text.	√		Ss re-arrange the activities in the text accompanied by the comic strips
15.	R asks Ss to write a recount text.	√		Ss write in the class, continue for HW
16.	R collects Ss' works.		√	
17.	R gives feedback directly or orally during the lesson.	√		Asking them questions
18.	R distributes Ss' previous works.	√		
19.	R concludes the lesson.	√		Asking Ss questions about the lesson
20.	R closes the class.	√		

OBSERVATION SHEETS

Cycle 1 : 2nd Meeting

Day/Date : Wednesday, 17th October 2012

Object : VIII D Students

Observer : Anna Betty Yuliana, S. Pd.

No.	Students' Activities	Yes	No	Description
1.	Ss read a sequence of comic strips.	√		
2.	Ss pay attention to and concentrate on R's explanation.	√	√	The pictures can be seen from the back.
3.	Ss respond to R's explanation, volunteer answers to R's questions etc.	√		Expressing ideas
4.	Ss deliver questions related to the explanation about recount text.		√	R forgets to ask the students & Ss do not ask questions.
5.	Ss do the exercises by using comic strips as their model text to write.	√		Analyzing the comic strips into basic contents of the recount text
6.	Ss complete a recount text with missing words.	√		Changing the verbs forms, individual task is changed into in pair task. Ss are serious in doing the task.
7.	Ss logically match the comic strips with the suitable parts of a recount text.	√		Ss are doing the task in pairs, some Ss were active to come in front of the class
8.	Ss arrange a jumbled sequence of a recount text.	√		Individual task
9.	Ss ask for explanation or information to R or peers to help them overcome difficulties		√	R doesn't ask them to ask questions
10.	Ss use dictionaries.	√		Some Ss bring their dictionaries, some don't.
11.	Ss write a recount text.	√		
12.	Ss submit their tasks.		√	
13.	Ss make conclusions about the lesson.	√		Ss answer the questions

OBSERVATION SHEETS

Cycle 1 : 3rd Meeting

Day/Date : Friday, 19th October 2012

Object : Researcher

Observer : Anna Betty Yuliana, S. Pd.

No.	Researcher's Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.	√		
2.	R introduces the topic of the lesson.		√	No introduction
3.	R spreads worksheet for Ss.	√		
4.	R asks Ss to tell their past experience to activate Ss' background knowledge.	√		Draws diagram
5.	R asks the Ss to identify a recount text among different text types.	√		Asking them questions
6.	R identifies Ss' major understanding regarding a recount text.	√		Asking them questions
7.	R applies comic strips to activate Ss' background knowledge.	√		From the worksheet
8.	R introduces a model of a recount text to the Ss accompanied by a set of comic strips.	√		From the worksheet
9.	R elicits Ss' vocabulary using comic strips.	√		From the worksheet
10.	R asks Ss to read a sequence of comic strips.	√		From the worksheet
11.	R gives time to Ss to identify vocabulary and language used in comic strips.	√		From the worksheet
12.	R explains the generic structure and language features of a recount text to Ss.	√		Asking questions
13.	R directs Ss to do completion task.	√		R also directs Ss by checking Ss around & giving re-explanation.
14.	R directs Ss to arrange a jumbled sequence of comic strips.		√	
15.	R directs Ss to arrange a jumbled		√	

	sequence of a recount text.			
16.	R asks Ss to write a recount text.		√	
17.	R collects Ss' works.		√	No task being submitted
18.	R gives feedback directly or orally during the lesson.		√	No feedback , no writing task
19.	R distributes Ss' previous works.		√	
20.	R concludes the lesson.	√		R reviews the past forms of the verbs.
21.	R closes the class.	√		

OBSERVATION SHEETS

Cycle 1 : 3rd Meeting

Day/Date : Friday, 19th October 2012

Object : VIII D Students

Observer : Anna Betty Yuliana, S. Pd.

No.	Students' Activities	Yes	No	Description
1.	Ss read a sequence of comic strips.	√		Ss read the comic strips alternately, and then guided by R. Some Ss are noisy.
2.	Ss pay attention to and concentrate on R's explanation.	√	√	Noisy, comments not relevant to the topic of the lesson
3.	Ss respond to R's explanation, volunteer answers to R's questions etc.	√		Ss actively expressing ideas.
4.	Ss deliver questions related to the explanation about recount text.	√		Ss answer the parts of the recount text well.
5.	Ss do the exercises by referring to the comic strips. Ss label the parts of a recount text.	√		Ss answer the vocabulary related to the comic strips well.
7.	Ss identify the language features of a recount text	√		Completing a table based on a recount text
8.	Ss complete a number of sentences with missing verbs		√	
9.	Ss arrange a jumbled sequence of a recount text.		√	
10.	Ss ask for explanation or information to R or peers to help them overcome difficulties	√		Moving around the class, raising hands, calling R
11.	Ss use dictionaries.	√		More Ss bring dictionaries
12.	Ss write a recount text.		√	
13.	Ss submit their tasks.		√	Not yet come to the independent construction of the text
14.	Ss make conclusions about the lesson.	√		Ss review the past forms of the verbs.

OBSERVATION SHEETS

Cycle 2 : 1st Meeting

Day/Date : Tuesday, 30th October 2012

Object : Researcher

Observer : Anna Betty Yuliana, S. Pd.

No.	Researcher's Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.	√		
2.	R introduces the topic of the lesson.	√		Through the comic strips
3.	R spreads worksheet for Ss.	√		Some Ss volunteer to distribute the worksheets
4.	R asks Ss to tell their past experience to activate Ss' background knowledge.	√		Explain through the pictures
5.	R identifies Ss' major understanding regarding a recount text.		√	Giving a quick glance about the parts of a recount text
6.	R applies comic strips to activate Ss' background knowledge.	√		Explain through the pictures
7.	R introduces a model of a recount text to the Ss accompanied by a set of comic strips.	√		Ask Ss to answer
8.	R elicits Ss' vocabulary using comic strips.	√		Giving questions
9.	R asks Ss to read a sequence of comic strips.	√		Ask Ss to answer
10.	R gives time to Ss to identify vocabulary and language used in comic strips.	√		Ss come in front of the class and write on the black board.
11.	R explains the generic structure and language features of recount text to Ss.		√	
12.	R directs Ss to do completion task.	√		Filling gaps in paragraph
13.	R directs Ss to arrange a jumbled sequence of comic strips.		√	

14.	R directs Ss to arrange a jumbled sequence of a recount text.	√		Divide Ss into 5 groups, each group has an envelope of a jumbled recount text
15.	R asks Ss to write a recount text.		√	
16.	R collects Ss' works.		√	
17.	R gives feedback directly or orally during the lesson.		√	
18.	R distributes Ss' previous works.		√	
19.	R concludes the lesson.		√	Time is up.
20.	R closes the class.	√		

OBSERVATION SHEETS

Cycle 2 : 1st Meeting

Day/Date : Tuesday, 30th October 2012

Object : VIII D Students

Observer : Anna Betty Yuliana, S. Pd.

No.	Students' Activities	Yes	No	Description
1.	Ss read a sequence of comic strips.	√	√	Ss at the front are paying attention. Ss at the back disturb situation
2.	Ss pay attention to and concentrate on R's explanation.	√	√	Ss at the front are paying attention. Ss at the back disturb situation
3.	Ss respond to R's explanation, volunteer answers to R's questions.	√		Ss recognize the pictures
4.	Ss deliver questions related to the explanation about recount text.	√		R is explaining through the pictures, Ss respond to it.
5.	Ss do the exercises by using comic strips as their model text to write.		√	Filling gaps in a paragraph.
6.	Ss do a completion task.	√		In pairs, completing a recount text with missing words
8.	Ss arrange a jumbled sequence of a recount text.	√		Ss make groups of 7 and each group arrange the jumbled sequence of recount text.
9.	Ss ask for explanation or information to R or peers to help them overcome difficulties	√		Asking on how to do the task repeatedly, asking peers
10.	Ss use dictionaries.	√		Some bring, some don't bring
11.	Ss write a recount text.		√	
12.	Ss submit their tasks.		√	Not yet asked to write a recount text
13.	Ss make conclusions about the lesson.		√	

OBSERVATION SHEETS

Cycle 2 : 2nd Meeting

Day/Date : Wednesday, 31st October 2012

Object : Researcher

Observer : Anna Betty Yuliana, S. Pd.

No.	Researcher's Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.	√		Short greeting
2.	R introduces the topic of the lesson.	√		Stimulating Ss to mention school activities
3.	R spreads worksheet for Ss.	√		Asking Ss to distribute the worksheet, some Ss volunteer to do it
4.	R asks Ss to tell their past experience to activate Ss' background knowledge.	√		Short explanation
5.	R asks the Ss to identify a recount text among different text types.		√	No comparing text
6.	R identifies Ss' major understanding regarding a recount text.		√	No comparing text
7.	R applies comic strips to activate Ss' background knowledge.	√		Comics of school activities
8.	R introduces a model of a recount text to the Ss accompanied by a set of comic strips.	√		
9.	R elicits Ss' vocabulary using comic strips.	√		Using word web
10.	R asks Ss to read a sequence of comic strips.	√		Stimulating questions
11.	R gives time to Ss to identify vocabulary and language used in comic strips.	√		Stimulating questions
12.	R explains the generic structure and language features of a recount text to Ss.	√		Asking Ss to label the parts of the text

13.	R directs Ss to do completion task.	√		Filling the parts of a text
14.	R directs Ss to arrange a jumbled sequence of comic strips.	√		Asking Ss to come in front of the class
15.	R directs Ss to arrange a jumbled sequence of a recount text.	√		Doing it individually
16.	R asks Ss to write a recount text.	√		Asking to write a recount text in the class, starting with the planning, first drafting
17.	R collects Ss' works.	√		
18.	R gives feedback directly or orally during the lesson.		√	
19.	R distributes Ss' previous works.	√		It is done before the lesson starts
20.	R concludes the lesson.		√	Time is up.
21.	R closes the class.	√		Ss are noisy

OBSERVATION SHEETS

Cycle 2 : 2nd Meeting

Day/Date : Wednesday, 31st October 2012

Object : VIII D Students

Observer : Anna Betty Yuliana, S. Pd.

No.	Students' Activities	Yes	No	Description
1.	Ss pay attention to and read a sequence of comic strips.	√		Mentioning the words related to the comic strips presented
2.	Ss pay attention to and concentrate on R's explanation.	√		Being quite attentive, answering R's questions
3.	Ss respond to R's explanation, volunteer answers to R's questions etc.	√		Filling the word web
4.	Ss deliver questions related to the explanation about recount text.		√	Passive for asking further explanation
5.	Ss do the exercises by using comic strips as their model text to write.	√		Answering questions
6.	Ss do a completion task.	√		Labeling the parts of a recount text, identifying the generic structure of a recount text Asking for re-explanation about the instruction, some Ss seem confused in labeling the parts of the text.
7.	Ss re-arrange a jumbled sequence of comic strips.	√		Some Ss volunteer to do the task, come in front of the class
8.	Ss re-arrange a jumbled sequence of a recount text.	√		Doing it individually
9.	Ss ask for explanation or information to R or peers to help them overcome difficulties	√		Mostly being passive, asking R and friends when doing the task

10.	Ss use dictionaries.	√		Some of them bring dictionary, some of them don't
11.	Ss write a recount text.	√		Writing about school activities. Outlining and first drafting.
12.	Ss submit their tasks.	√		Not all Ss finish the task
13.	Ss make conclusions about the lesson.		√	Time is up.

OBSERVATION SHEETS

Cycle 2 : 3rd Meeting

Day/Date : Friday, 2nd November 2012

Object : Researcher

Observer : Anna Betty Yuliana, S. Pd.

No.	Researcher's Activities	Yes	No	Description
1.	R opens the class by greeting and checking Ss' attendance.	√		
2.	R introduces the topic of the lesson.		√	Using comic strips along with building the context stage
3.	R spreads worksheet for Ss.	√		Ss volunteer to distribute the worksheet, better cooperation
4.	R asks Ss to tell their past experience to activate Ss' background knowledge.	√		Stimulating Ss' response by using comic strips
7.	R applies comic strips to activate Ss' background knowledge.	√		Presenting big cards in front of the class
8.	R introduces a model of a recount text to the Ss accompanied by a set of comic strips.	√		Directing Ss to pay attention to the comic strips
9.	R elicits Ss' vocabulary using comic strips.	√		Asking questions
10.	R asks Ss to read a sequence of comic strips.	√		Asking questions
11.	R gives time to Ss to identify vocabulary and language used in comic strips.	√		Asking questions
12.	R explains the generic structure and language features of recount text to Ss.	√		Giving a brief explanation
13.	R directs Ss to do completion task.	√		Asking Ss to complete the table of verb forms
14.	R directs Ss to arrange a jumbled sequence of comic strips.	√		Asking Ss to list the events in the text, and match the comic strips with the events in the recount text

15.	R directs Ss to arrange a jumbled sequence of a recount text.	√		Giving chance to Ss to be volunteer in front of the class, offering additional points for Ss
16.	R asks Ss to write a recount text.	√		Directing Ss to revise the previous work, making the new ones for those who do copying
17.	R collects Ss' works.	√		Ss ask R to have the task as a HW, still the task should be collected.
18.	R gives feedback directly or orally during the lesson.	√		Giving feedback in Ss' writings
19.	R distributes Ss' previous works.	√		Giving new writing sheets
20.	R concludes the lesson.	√		Reviewing the events in the text, language features of a recount text
21.	R closes the class.	√		

OBSERVATION SHEETS

Cycle 2 : 3rd Meeting

Day/Date : Friday, 2nd November 2012

Object : VIII D Students

Observer : Anna Betty Yuliana, S. Pd.

No.	Students' Activities	Yes	No	Description
1.	Ss read a sequence of comic strips.	√		Being given chance to read aloud the comic strips
2.	Ss pay attention to and concentrate on R's explanation.	√		Responding to R's questions related to the pictures, comic strips and the model text
3.	Ss respond to R's explanation, volunteer answers to R's questions etc.	√		Answering the questions related to the comic strips, experience and the vocabulary related to the theme of the lesson
4.	Ss deliver questions related to the explanation about recount text.		√	Passive, only few asking, mainly about the vocabulary related to the text, being silent when R is explaining, but not sure whether they fully concentrate
5.	Ss do the exercises by using comic strips as their model text to write.	√		Ss re-read the comic strips and the sentences from the model text to list the events in the text
6.	Ss do a completion task. a. Changing verbs forms from infinitive into past forms b. logically re-arranging a jumbled sequence of a recount text	√		Answering questions about the past forms of the infinitive verbs presented
7.	Ss arrange a jumbled sequence of comic strips.	√		Matching each comic strip with the events in the recount text
8.	Ss arrange a jumbled sequence of a recount text.	√		Individually, arranging the sentences into a recount text, some Ss, trying to arrange the sentences on the black board,

				not evenly given the turns to come in the front of the class, particular Ss are the most active ones.
9.	Ss ask for explanation or information to R or peers to help them overcome difficulties		√	Ss ask for re-explanation when doing the task or ask their friends.
10.	Ss use dictionaries.	√		Each table has one dictionary or two, few of them are trying to ask R about the meanings of the words.
11.	Ss write a recount text.	√		Revising the previous work
12.	Ss submit their tasks.	√		
13.	Ss make conclusions about the lesson.	√		Mentioning the theme of the lesson, events in comic strips they read and verbs they learned

APPENDIX B

THE SYLLABUS

SYLLABUS

School : SMP N 1 Ngemplak

Grade : VIII (Eight)

Subject : English

Semester : 1 (one)

Competency Standard : Writing

6. Expressing meaning in simple short functional written texts and essays in the forms of descriptive and recount texts to interact with surrounding environment.

Basic Competency	Learning Materials	Characters	Learning Activities	Indicators	Evaluation			Time Allocation	Learning Sources
					Technique	Form	Examples of Instruments		
6. 2 Basic competency Expressing meaning and rhetorical steps in short and simple essay by using the language features accurately, fluently, and appropriately to interact with surrounding	Recount texts Simple past tense S+V2	<ul style="list-style-type: none"> Logical thinking Independent Team work 	<ul style="list-style-type: none"> Class discussion Pair works Individual works Matching games Assignments 	<ul style="list-style-type: none"> identify a recount text 	Oral questions and answers	Multiple choice task	Which one of the texts below that tells about one's experience?	2x45 minutes	a. Priyana, Joko, et al. 2008. <i>Scaffolding: English for Junior High School Students Grade VIII</i> . Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. b. Azar, Betty Schramper. 1992. <i>Fundamentals of English Grammar; Second Edition</i> . New Jersey: Prentice Hall.
				<ul style="list-style-type: none"> identify the language features of a recount text 	Written Test	Essay	After you have the correct arrangement, identify the adverbs and connectors used in the text above.		
				<ul style="list-style-type: none"> change verbs forms from infinitive into past forms 	Written Test	Essay	Change the verbs below from infinitive (V1) into past form (V2).		

environment in the forms of descriptive and recount texts.				<ul style="list-style-type: none"> re-arrange a jumbled sequence of a recount text containing parts of comic strips 	Written Test	Essay	Look at the comic strips and rearrange the sentences so that you can have a good recount.		
				<ul style="list-style-type: none"> match comic strips with the suitable parts of a recount text 	Written Test	Essay	Next, put each of the panels in correct order according to the text above. You need to use words like first, second, etc. to label the panels.		
				<ul style="list-style-type: none"> complete a recount text with missing words 	Written Test	Essay	In pairs, fill in the blanks with suitable connectors (e.g. then, after that, next, etc.).		
				<ul style="list-style-type: none"> re-arrange a jumbled sequence of a recount text 	Written Test	Essay	In pairs, arrange the following paragraphs into a good text.		
				<ul style="list-style-type: none"> re-arrange a jumbled sequence of comic strips 	Written Test	Essay	Arrange the following comic strips into the correct order.		
				<ul style="list-style-type: none"> produce a recount text 	Written Test	Essay	Write about doing things for the first time in your life. It should be at least 100 words long.		

APPENDIX C

LESSON PLANS

LESSON PLAN

School	: SMP N 1 Ngemplak
Grade/Semester	: Eight/1
Subject	: English
Text type	: Recount (Holiday)
Skill	: Writing

A. Competency Standard

Writing

6. Expressing meaning in simple short functional written texts and essays in the forms of descriptive and recount texts to interact with surrounding environment.

B. Basic Competency

6.2 Expressing meaning and rhetorical steps in short and simple essay by using the language features accurately, fluently, and appropriately to interact with surrounding environment in the forms of descriptive and recount texts.

C. Indicators

Upon the completion of the learning activities, students are expected to be able to

1. identify a recount text,
2. complete a recount text with missing words,
3. logically re-arrange a jumbled sequence of a recount text accompanied by a set of comic strips,
4. be independent in *Independent Construction of Text* activities, and
5. produce a recount text.

D. Learning Objectives

Upon the completion of the learning activities, the students are expected to be able to independently produce a recount text in a logical sequence by using accurate, fluent and appropriate language features.

E. Learning Materials

Enclosed.

F. Teaching Method

The genre-based approach:

1. Building the Context
2. Modelling and Deconstructing the Text
3. Joint Construction of the Text
4. Independent Construction of the Text

G. Learning Activities

1. Opening
 - a. Greeting and calling the roll.
 - b. Students prepare themselves to follow the lesson.
 - c. Students answer questions about the activities they have done.
 - d. The teacher informs the students about the materials and learning activities.
2. Main Activities
 - a. Building Knowledge of Field
 - 1) Students pay attention to a sequence of comic strips stuck on the board with holiday experience as the theme of the lesson.
 - 2) Students answer questions about their experience during holiday.
 - 3) Students mention or list vocabulary related to holiday experience.
 - b. Modelling and Deconstructing the Text
 - 1) Students are able to identify a recount text among different text types presented.
 - 2) Students read a sequence of comic strips accompanied by a written recount text.
 - 3) Students pay attention to the teacher's explanation about the generic structure of a recount text.
 - 4) Students pay attention to the teacher's explanation about the language features of a recount text.
 - 5) In pairs, students label the generic structure of a recount text given.

- 6) In pairs, students identify the language features of the recount text.
- c. Joint Construction of the Text
 - 1) In pairs, students complete a recount text with missing words.
 - 2) In pairs, students re-arrange a jumbled sequence of a recount text containing parts of comic strips.
- d. Independent Construction of the Text
 - 1) In groups students brainstorm the structure of a recount text, vocabulary and ideas about their holiday experience.
 - 2) Individually, students write their own experience in the form of recount text.
- 3. Closing
 - a. Students make conclusions about the lesson.
 - b. The teacher and students make a simple reflection on what they have learnt and done.
 - c. The teacher gives feedbacks to students' works.
 - d. The teacher assigns homework for students.
 - e. The teacher informs students about the learning activities for the following meeting.

H. Learning Sources

1. Priyana, Joko, et al. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Azar, Betty Schramper. 1992. *Fundamentals of English Grammar; Second Edition*. New Jersey: Prentice Hall.

I. Evaluation

1. Evaluation of Learning Achievement Indicators

Indicators	Evaluation		
	Technique	Form	Example of the Instrument
- identify a recount text	Oral questions and answer.	Multiple choice	Which one of the texts below that tells about one's experience?
- complete a recount text with missing words	Written Test	Essay	In pairs, fill in the blanks with suitable connectors (e.g. then, after that, next, etc.).
- logically re-arrange a jumbled sequence of a recount text containing parts of comic strips.	Written Test	Essay	Look at the comic strips and rearrange the sentences so that you can have a good recount.
- produce a recount text	Written Test	Essay	Write a recount about your holiday. It should be at least 100 words long.

2. Evaluation Instrument

Write a recount about your holiday. It should be at least 100 words long.

3. Writing Scoring Rubric

Enclosed.

Yogyakarta, 16th October 2012

Researcher

Yuliana Istiyani

NIM : 08202244021

LESSON PLAN

School	: SMP N 1 Ngemplak
Grade/Semester	: Eight/1
Subject	: English
Text type	: Recount (First Experience)
Skill	: Writing

A. Competency Standard

Writing

6. Expressing meaning in simple short functional written texts and essays in the forms of descriptive and recount texts to interact with surrounding environment.

B. Basic Competency

6.2 Expressing meaning and rhetorical steps in short and simple essay by using the language features accurately, fluently, and appropriately to interact with surrounding environment in the forms of descriptive and recount texts.

C. Indicators

Upon the completion of the learning activities, students are expected to be able to

1. complete a recount text with missing words,
2. logically match the comic strips with the suitable parts of a recount text,
3. be independent in *Independent Construction of Text* activities, and
4. produce a recount text.

D. Learning Objectives

Upon the completion of the learning activities, the students are expected to be able to independently produce a recount text in a logical sequence by using accurate, fluent and appropriate language features.

E. Learning Materials

Enclosed.

F. Teaching Method

The genre-based approach:

1. Building the Context
2. Modelling and Deconstructing the Text
3. Joint Construction of the Text
4. Independent Construction of the Text

G. Learning Activities

1. Opening
 - a. Greeting and calling the roll.
 - b. Students prepare themselves to follow the lesson.
 - c. Students answer questions about the activities they have done.
 - d. The teacher informs the students about the materials and learning activities.
2. Main Activities
 - a. Building the Context
 - 1) Students pay attention to a sequence of comic strips stuck on the board with “First Experience” as the theme of the lesson.
 - 2) Students answer questions about their experience in doing things for the first time.
 - 3) Students mention or list vocabulary related to first experience.
 - b. Modelling and Deconstructing the Text
 - 1) Students read a sequence of comic strips accompanied by a written recount text.
 - 2) Students pay attention to the teacher’s explanation about the generic structure of a recount text.
 - 3) Students pay attention to the teacher’s explanation about the language features of a recount text.
 - 4) In pairs, students label the generic structure of a recount text given.

- 5) In pairs, students identify the language features of a recount text.
- c. Joint Construction of the Text
 1. In pairs, students match comic strips with the suitable parts of a recount text.
 2. In pairs, students complete a recount text with missing words.
- d. Independent Construction of the Text
 - 1) In groups students brainstorm the structure of a recount text, vocabulary and ideas about their experience in doing things for the first time.
 - 2) Individually, students write their own experience in the form of a recount text.
3. Closing
 - a. Students make conclusions about the lesson.
 - b. The teacher and students make a simple reflection on what they have learnt and done.
 - c. The teacher gives feedbacks to students' works.
 - d. The teacher assigns homework for students
 - e. The teacher informs students about the learning activities for the following meeting.

H. Learning Sources

1. Priyana, Joko, et al. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Azar, Betty Schramper. 1992. *Fundamentals of English Grammar; Second Edition*. New Jersey: Prentice Hall.

I. Evaluation

1. Evaluation of Learning Achievement Indicators

Indicators	Evaluation		
	Technique	Form	Example of the Instrument
- complete a recount text with missing words	Written Test	Completion	Complete the text by using suitable words.

- logically match the comic strips with the suitable parts of a recount text	Written Test	Essay	Next, put each of the panels in correct order according to the text above. You need to use, first, second, etc. to label the panels.
- produce a recount text	Written Test	Essay	Write about doing things for the first time in your life. It can be learning to ride a bike, cooking for the first time, eating some food or going to someplace for the first time. It should be at least 100 words long.

2. Evaluation Instrument

Write about doing things for the first time in your life. It can be learning to ride a bike, cooking for the first time, eating some food or going to someplace for the first time. It should be at least 100 words long.

3. Writing Scoring Rubric

Enclosed.

Yogyakarta, 17th October 2012

Researcher,

Yuliana Istiyani

NIM : 08202244021

LESSON PLAN

School	: SMP N 1 Ngemplak
Grade/Semester	: Eight/1
Subject	: English
Text type	: Recount (School Trip)
Skill	: Writing

A. Competency Standard

Writing

6. Expressing meaning in simple short functional written texts and essays in the forms of descriptive and recount texts to interact with surrounding environment.

B. Basic Competency

6.2 Expressing meaning and rhetorical steps in short and simple essay by using the language features accurately, fluently, and appropriately to interact with surrounding environment in the forms of descriptive and recount texts.

C. Indicators

Upon the completion of the learning activities, students are expected to be able to

1. identify the language features of a recount text,
2. complete a number of sentences with missing verbs,
3. logically re-arrange a jumbled recount text,
4. be independent in *Independent Construction of the Text* activities, and
5. produce a recount text.

D. Learning Objectives

Upon the completion of the learning activities, the students are expected to be able to independently produce a recount text in a logical sequence by using accurate, fluent and appropriate language features.

E. Learning Materials

Enclosed.

F. Teaching Method

The Genre-Based Approach:

1. Building the Context
2. Modelling and Deconstructing the Text
3. Joint Construction of the Text
4. Independent Construction of the Text

G. Learning Activities

1. Opening
 - a. Greeting and calling the roll.
 - b. Students prepare themselves to follow the lesson.
 - c. Students answer questions about the activities they have done.
 - d. The teacher informs the students about the materials and learning activities.
2. Main Activities
 - a. Building the Context
 - 1) Students pay attention to a sequence of comic strips stuck on the board with “The School Trip” as the theme of the lesson.
 - 2) Students answer questions about their experience about having a school trip.
 - 3) Students mention or list vocabulary related to a school trip.
 - b. Modelling and Deconstructing the Text
 - 1) Students read a sequence of comic strips accompanied by a written recount text.
 - 2) Students pay attention to the teacher’s explanation about the generic structure of a recount text.
 - 3) Students pay attention to the teacher’s explanation about the language features of a recount text.
 - 4) In pairs, students label the generic structure of a recount text given.

c. Joint Construction of the Text

- 1) In pairs, students re-arrange a jumbled sequence of a recount text.
- 2) In pairs, students identify the language features of the recount text.
- 3) In pairs, students complete a number of sentences with missing verbs.

d. Independent Construction of the Text.

- 1) In groups, students brainstorm ideas and vocabulary about having a school trip.
- 2) Individually, students write their own experience about having a school trip in the form of a recount text.

3. Closing

- a. Students make conclusions about the lesson.
- b. The teacher and students make a simple reflection on what they have learnt and done.
- c. The teacher gives feedbacks to students' works.
- d. The teacher assigns homework for students.
- e. The teacher informs students about the learning activities for the following meeting.

H. Learning Sources

1. Priyana, Joko, et al. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Azar, Betty Schramper. 1992. *Fundamentals of English Grammar; Second Edition*. New Jersey: Prentice Hall.

I. Evaluation

1. Evaluation of Learning Achievement Indicators

Indicators	Evaluation		
	Technique	Form	Example of the Instrument
- logically re-arrange a jumbled sequence of a recount text	Written Test	Essay	In pairs, arrange the following paragraphs into a good text.

- identify the language features of a recount text	Written Test	Essay	After you have the correct arrangement, identify the adverbs and connectors used in the text above.
- complete a number of sentences with missing verbs	Written Test	Completion	Complete the following sentences by using the correct verbs.
- produce a recount text	Written Test	Essay	Retell your experience in having a school trip. It should be at least 100 words long. Write it in the space provided.

3. Evaluation Instrument

Retell your experience in having a school trip. It should be at least 100 words long.

4. Writing Scoring Rubric

Enclosed.

Yogyakarta, 19th October 2012

Researcher,

Yuliana Istiyani

NIM : 08202244021

LESSON PLAN

School	: SMP N 1 Ngemplak
Grade/Semester	: Eight/1
Subject	: English
Text type	: Recount (Having Fun with a Friend)
Skill	: Writing

A. Competency Standard

Writing

6. Expressing meaning in simple short functional written texts and essays in the forms of descriptive and recount texts to interact with surrounding environment.

B. Basic Competency

6.2 Expressing meaning and rhetorical steps in short and simple essay by using the language features accurately, fluently, and appropriately to interact with surrounding environment in the forms of descriptive and recount texts.

C. Indicators

Upon the completion of the learning activities, students are expected to be able to

1. complete a recount text with missing words,
2. logically re-arrange a jumbled sequence of a recount text,
3. be independent in *Independent Construction of the Text* activities, and
4. produce a recount text.

D. Learning Objectives

Upon the completion of the learning activities, the students are expected to be able to independently produce a recount text in a logical sequence by using accurate, fluent and appropriate language features.

E. Learning Materials

Enclosed.

F. Teaching Method

The Genre-Based Approach:

1. Building the Context
2. Modelling and Deconstructing the Text
3. Joint Construction of the Text
4. Independent Construction of the Text

G. Learning Activities

1. Opening
 - a. Greeting and calling the roll.
 - b. Students prepare themselves to follow the lesson.
 - c. Students answer questions about the activities they have done.
 - d. The teacher informs the students about the materials and learning activities.
2. Main Activities
 - a. Building the Context
 - 1) Students pay attention to a sequence of comic strips stuck on the board with “Having Fun with a Friend” as the theme of the lesson.
 - 2) Students answer questions related to their experience about having fun with a friend.
 - 3) Students mention or list vocabulary related to having fun with a friend.
 - b. Modelling and Deconstructing the Text
 - 1) Students read a sequence of comic strips accompanied by a written recount text.
 - 2) Students pay attention to the teacher’s explanation about the generic structure of a recount text.
 - 3) Students pay attention to the teacher’s explanation about the language features of a recount text.
 - 4) In pairs, students label the generic structure of a recount text given.

- 5) In pairs, students identify the language features of the recount text.
- c. Joint Construction of the Text
5. In pairs, students complete a recount text with missing words.
6. In pairs, students re-arrange a jumbled sequence of a recount text.
- d. Independent Construction of the Text.
- 1) In groups, students brainstorm ideas and vocabulary related to having fun with a friend.
- 2) Individually, students write their own experience of having fun with a friend in the form of a recount text.
3. Closing
- a. Students make conclusions about the lesson.
- b. The teacher and students make a simple reflection on what they have learnt and done.
- c. The teacher gives feedbacks to students' works.
- d. The teacher assigns homework for students.
- e. The teacher informs students about the learning activities for the following meeting.

H. Learning Sources

1. Priyana, Joko, et al. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Azar, Betty Schramper. 1992. *Fundamentals of English Grammar; Second Edition*. New Jersey: Prentice Hall.

I. Evaluation

- a. Evaluation of Learning Achievement Indicators

Indicators	Evaluation		
	Technique	Form	Example of the Instrument
- complete a recount text with missing words	Written Test	Completion	Fill in the blanks with the suitable words.

- logically re-arrange a jumbled sequence of a recount text	Written Test	Essay	In pairs, arrange the following sentences into a good text.
- produce a recount text	Written Test	Essay	Individually, retell your experience with your best friend.

3. Evaluation Instrument

Individually, retell your experience with your best friend. Write it in at least 100 words long.

4. Writing Scoring Rubric

Enclosed.

Yogyakarta, 30th October 2012

Researcher

Yuliana Istiyani

NIM : 08202244021

LESSON PLAN

School	: SMP N 1 Ngemplak
Grade/Semester	: Eight/1
Subject	: English
Text type	: Recount (Joining School Activities)
Skill	: Writing

A. Competency Standard

Writing

6. Expressing meaning in simple short functional written texts and essays in the forms of descriptive and recount texts to interact with surrounding environment.

B. Basic Competency

6.2 Expressing meaning and rhetorical steps in short and simple essay by using the language features accurately, fluently, and appropriately to interact with surrounding environment in the forms of descriptive and recount texts.

C. Indicators

Upon the completion of the learning activities, students are expected to be able to

1. identify the generic structure of a recount text,
2. logically re-arrange a jumbled sequence of a recount text,
3. logically re-arrange a jumbled sequence of comic strips,
4. be independent in *Independent Construction of the Text* activities, and
5. produce a recount text.

D. Learning Objectives

Upon the completion of the learning activities, the students are expected to be able to independently produce a recount text in a logical sequence by using accurate, fluent and appropriate language features.

E. Learning Materials

Enclosed.

F. Teaching Method

The Genre-Based Approach:

1. Building the Context
2. Modelling and Deconstructing the Text
3. Joint Construction of the Text
4. Independent Construction of the Text

G. Learning Activities

1. Opening
 - a. Greeting and calling the roll.
 - b. Students prepare themselves to follow the lesson.
 - c. Students answer questions about the activities they have done.
 - d. The teacher informs the students about the materials and learning activities.
2. Main Activities
 - a. Building the Context
 - 1) Students pay attention to a sequence of comic strips on stuck the board with “Joining School Activities” as the theme of the lesson.
 - 2) Students answer questions related to their experience about joining school activities.
 - 3) Students mention or list vocabulary related to joining school activities.
 - b. Modelling and Deconstructing the Text
 - 1) Students read a written recount text.
 - 2) Students pay attention to the teacher’s explanation about the generic structure of a recount text.
 - 3) Students pay attention to the teacher’s explanation about the language features of a recount text.
 - 4) In pairs, students label the generic structure of a recount text given.

- 5) In pairs, students identify the language features of the recount text.
- c. Joint Construction of the Text
 - 1) In pairs, students re-arrange a jumbled sequence of recount text.
 - 2) Students rearrange a jumbled sequence of comic strips.
- d. Independent Construction of the Text
 - 1) In groups, students brainstorm ideas and vocabulary about joining school activities.
 - 2) Individually, students write their own experience about joining school activities in the form of a recount text.
3. Closing
 - a. Students make conclusions about the lesson.
 - b. The teacher and students make a simple reflection on what they have learnt and done.
 - c. The teacher gives feedbacks to students' works.
 - d. The teacher assigns homework for students.
 - e. The teacher informs students about the learning activities for the following meeting.

H. Learning Sources

1. Priyana, Joko, et al. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Azar, Betty Schramper. 1992. *Fundamentals of English Grammar; Second Edition*. New Jersey: Prentice Hall.

4) Evaluation

1. Evaluation of Learning Achievement Indicators

Indicators	Evaluation		
	Technique	Form	Example of the Instrument
- identify the generic structure of a recount text	Written Test	Essay	Read the following text and then label the parts of the text.

- logically re-arrange a jumbled sequence of a recount text	Written Test	Essay	Arrange the following paragraphs into a good text.
- logically re-arrange a jumbled sequence of comic strips	Written Test	Essay	Arrange the following comic strips into the correct order.
- produce a recount text	Written Test	Essay	Retell your experience in joining school activities. It can be your experience in scout activities, extracurricular activities or competitions.

2. Evaluation Instrument

Retell your experience in joining school activities. It can be your experience in scout activities, extracurricular activities or competitions. It should be at least 100 words long.

3. Writing Scoring Rubric

Enclosed.

Yogyakarta, 31st October 2012

Researcher,

Yuliana Istiyani

NIM : 08202244021

LESSON PLAN

School	: SMP N 1 Ngemplak
Grade/Semester	: Eight/1
Subject	: English
Text type	: Recount (Visiting My Home Town)
Skill	: Writing

A. Competency Standard

Writing

5. Expressing meaning in simple short functional written texts and essays in the forms of descriptive and recount texts to interact with surrounding environment.

B. Basic Competency

6.2 Expressing meaning and rhetorical steps in short and simple essay by using the language features accurately, fluently, and appropriately to interact with surrounding environment in the forms of descriptive and recount texts.

C. Indicators

Upon the completion of the learning activities, students are expected to be able to

1. change verbs forms from infinitive into past forms,
2. logically re-arrange a jumbled sequence of a recount text,
3. be independent in *Independent Construction of the Text* activities, and
4. produce a recount text.

D. Learning Objectives

Upon the completion of the learning activities, the students are expected to be able to independently produce a recount text in a logical sequence by using accurate, fluent and appropriate language features.

E. Learning Materials

Enclosed.

F. Teaching Method

The Genre-Based Approach:

1. Building the Context
2. Modelling and Deconstructing the Text
3. Joint Construction of the Text
4. Independent Construction of the Text

G. Learning Activities

1. Opening
 - a. Greeting and calling the roll.
 - b. Students prepare themselves to follow the lesson.
 - c. Students answer questions about the activities they have done.
 - d. The teacher informs the students about the materials and learning activities.
2. Main Activities
 - a. Building the Context
 - 1) Students read a sequence of comic strips stuck on the board with “Visiting My Home Town” as the theme of the lesson.
 - 2) Students answer questions related to their experience about visiting their home towns.
 - 3) Students mention or list vocabulary related to visiting their hometowns.
 - b. Modelling and Deconstructing the Text
 - 1) Students read a written recount text.
 - 2) Students pay attention to the teacher’s explanation about the generic structure of a recount text.
 - 3) Students pay attention to the teacher’s explanation about the language features of a recount text.
 - 4) In pairs, students label the generic structure of a recount text given.

- 5) In pairs, students identify the language features of the recount text.
- c. Joint Construction of the Text
 - 1) Students practice changing the verbs forms.
 - 2) Students re-arrange a jumbled sequence of a recount text.
- d. Independent Construction of the Text.
 - 1) In groups, students brainstorm ideas and vocabulary related to visiting their home towns.
 - 2) Individually, students write their own experience of visiting their home towns in the form of a recount text.
3. Closing
 - a. Students make conclusions about the lesson.
 - b. The teacher and students make a simple reflection on what they have learnt and done.
 - c. The teacher gives feedbacks to students' works.
 - d. The teacher assigns homework for students.
 - e. The teacher informs students about the learning activities for the following meeting.

H. Learning Sources

1. Priyana, Joko, et al. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
2. Azar, Betty Schramper. 1992. *Fundamentals of English Grammar; Second Edition*. New Jersey: Prentice Hall.

I. Evaluation

1. Evaluation of Learning Achievement Indicators

Indicators	Evaluation		
	Technique	Form	Example of the Instrument
- change verbs forms from infinitive into past forms	Written Test	Essay	Change the verbs below from infinitive (V1) into past form (V2).

- logically re-arrange a jumbled sequence of a recount text	Written Test	Essay	Read and label the parts of the following text.
- produce a recount text	Written Test	Essay	Now retell your experience about visiting your relatives or other members of your family in the space provided below.

2. Evaluation Instrument

Now retell your experience about visiting your relatives or other members of your family. It should be at least 100 words long.

3. Writing Scoring Rubric

Enclosed.

Yogyakarta, 2nd November 2012

Researcher,

Yuliana Istiyani

NIM : 08202244021

APPENDIX D

STUDENTS'

WORKSHEETS

STUDENTS' WORKSHEETS 1

UNFORGETTABLE HOLIDAY

A. Building the Context



How did you spend your last holiday?

Was that fun?

Have you told somebody about your holiday?

STUDENTS' WORKSHEETS 1**UNFORGETTABLE HOLIDAY**

1. Which one of the texts below tells about one's experience?
2. One's experience is usually told in a recount text. Can you see the differences among the texts?
3. What makes it a recount text?

The Lion and the Bear

On a summer day, when the hot weather made the animals thirsty, a Lion and a Bear came at the same time to a river to drink. They argued which one of them should drink first. Soon, they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the Lion and the Bear stopped fighting. The Lion said, "It is better for us to be friends."

Taken from Scaffolding English for Junior High School Students Grade VIII (Adapted from <http://etext.lib.virginia.edu>)

Sydney Opera House

The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New south Wales, Australia.

The Sydney Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide. The building can load 25,000 people.

The Opera House is a place for large theatrical productions. It is the home of Opera Australia, the Sydney Theatre Company and the Sydney Symphony.

There are five theatres in Sydney Opera House. There are also five rehearsal studios, two main halls, four restaurants, six bars, and many souvenir shops. The design of the Opera House is very unique. The roof looks like giant shells.

Besides for theatrical productions, the Opera House is also used for other functions. It is used for weddings, parties, and conferences.

Taken from: Scaffolding, English for Junior High School Grade VIII (Adapted from: www.wikipedia.org)

To: Year VII students

The school will hold a student gathering for Year VII students on August 15th at the hall. For more information, contact Rudy at the Students' Association office.

Students' Association Secretary
Shanty

Holiday in Kupang

Last month, I went to Kupang with my brother to visit our aunt. On the first day, our cousin took us to Rote. From Kupang, we took one and a half hours on the fast ferry. The waves there were very strong. We visited a fishing village there. After that, we went on a small boat to see a seaweed farming project. Finally, we came back home in the evening. That was one of our great days in Kupang and we were so happy.

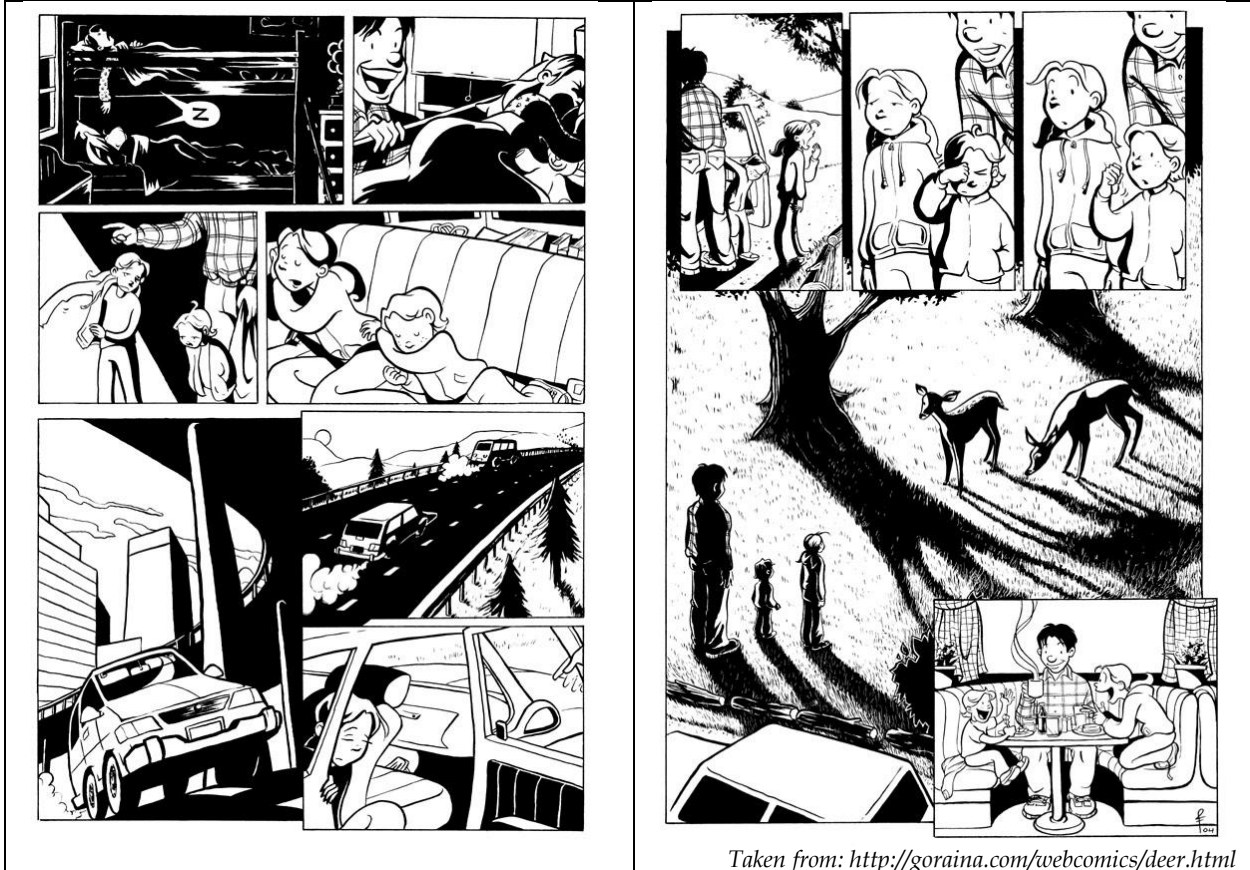
(Taken from : Scaffolding, English for Junior High School Students Grade VIII)

STUDENTS' WORKSHEETS 1

UNFORGETTABLE HOLIDAY

B. Modelling and Deconstructing the Text

Pay attention to the comic strips. Then, read the following text.



The Park

One Sunday morning, my sister and I were still on our beds. My father woke us up and it was very early in the morning. He told us that we would go to someplace that morning.

Then, we went into the car. We were so sleepy that we fell asleep during the journey. My father drove the car so fast through the town. After reaching the place, my father woke us up again. We didn't really wake up until we saw two deer grassing in front of us. It was an amazing park. What a wonderful view we had in that park. We stood in front of the deer. Then, we had breakfast together at a nearby restaurant.

That was a beautiful Sunday. We were lucky to visit the park.

Orientation

Sequence of Events

Reorientation

Vocabulary

early *adj* (-ier, iest): awal

go *v* (*pers sing pers t goes; pt went; pp gone*): pergi

wonderful *adj*: menakjubkan

view *n*: pemandangan

RECOUNT

A recount text is a text which tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

The text recount is organized to include:

1. an orientation providing background information needed to understand the text, i.e., who was involved, where it happened, when it happened
2. a record of events usually recounted in a chronological order
3. personal comments and/or evaluative remarks on the incident

Common grammatical patterns of a recount include:

1. use of nouns and pronouns to identify people, animals or things involved
2. use of action verbs to refer to events
3. use of past tense to locate events in relation to writer's time
4. use of conjunctions and time connectives to sequence the events
5. use of adverbs and adverbial phrases to indicate place and time

Pay attention to the text entitled "The Park". The sentences are written in the simple past tense. It means that the activities happened in the past.

Here is the pattern.

S + V2

We went into the car.

We stood in front of the deer.

The verbs change into the past forms.

Remember, in the past form, there are regular and irregular verbs.

For some regular verbs, we only add -ed or change the final letters at the end of V1, but for irregular verbs, the verbs change differently from their present forms or have similar forms.

Regular Verbs		Irregular Verbs	
Infinitive	Past form	Infinitive	Past form
walk	walked	go	went
study	studied	eat	ate
learn	learned	drink	drank
visit	visited	buy	bought
travel	travelled	bring	brought
stay	stayed	tell	told
say	said	leave	left
smile	smiled	come	came
like	liked	take	took

STUDENTS' WORKSHEETS 1

UNFORGETTABLE HOLIDAY

Vocabulary	
go	Pergi
wake up	Bangun
get up	Bangun
have	Mempunyai
eat	Makan
take	membawa, mengambil
walk	Berjalan

There are also the past forms of auxiliary verbs.

Auxiliary verbs (to be)	
is	Was
am	Was
are	Were
Modal auxiliary verbs	
will	Would
can	Could
may	Might
shall	Should
must	had to

1. There are also adverbs of time and sentence connectors in a recount text.

Adverbs of Time	Connectors
last Sunday last week last month two weeks ago yesterday this morning this afternoon a couple of weeks ago last holiday	first second third next then after that firstly secondly thirdly

STUDENTS' WORKSHEETS 1

UNFORGETTABLE HOLIDAY

C. Joint Construction of the Text

1. In pairs, fill in the blanks with suitable connectors (e.g. then, after that, next, etc.).

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle's house. We went there by bus. We left from Yogyakarta on Friday. Before we went there, we prepared some things. 1)...., we booked two tickets at the ticket agent. 2)...., we got on the bus from Giwangan terminal at 3 pm. 3)...., we stopped to have dinner at ajibarang. After having dinner, we continued our travel. We arrived at Lebak Bulus terminal. From the terminal, we took the bus no. C 09. 4)...., we arrived at our uncle's house. It was a long trip but we enjoyed it.

(Taken from: Scaffolding, English for Junior High School Students Grade VIII)

2. Look at the comic strips and rearrange the sentences so that you can have a good recount.

A Place of Nowhere

- a. Then, we continued the journey. It was dark but I could see the lofty pine trees along the street.
- b. On the way, we stopped a while at a café to buy some drinks. Karen and I bought two cups of coffee, while Lyla simply took a cup of lime juice.
- c. I could not help being annoyed, but what else could I do? Finally, like them, I lay down and looked at the stars.
- d. One clear summer evening my friends, Karen and Lyla, took me on a trip to a secret place. They did not tell me where we would go because it was a surprise for me. So, I kept on asking them to tell me about the place.
- e. Then Karen stopped the car, saying we were in the place. Afterwards, we stepped out from the car. I could see no more than a road and the fence on its edge. At first, I figured out that it was a road, just a road. To my amazement, Karen said that it was a good place to lie down and look at the stars.
- f. In the car, the music was on. Karen drove the car. I sat at the back seat, while Lyla was the front seat. I was wondering what kind of place they would take me to.



STUDENTS' WORKSHEETS 1

UNFORGETTABLE HOLIDAY

...7-11?

YOU CAN'T START A CAR JOURNEY WITHOUT A CUP OF COFFEE!

PLEASE, KAREN? IF YOU WOULDN'T BE SO SURE...

WE'RE WHERE??

WE'RE NOWHERE. C'MON.

THIS ROAD NEVER HAS ANY CARS ON IT.

SO?

SO... YOU CAN LAY DOWN, AND LOOK AT THE STARS.

WHY?!

NO REASON.

Those who say the past is not dead can stop and smell the smoke...

I never cared, I know you did, but you just smile like a bank teller blankly tellin' me have a nice life

are I got it I.D. dressed?

C'MON WE'RE M

(Taken from: <http://goraina.com/webcomics/summersky.html>)

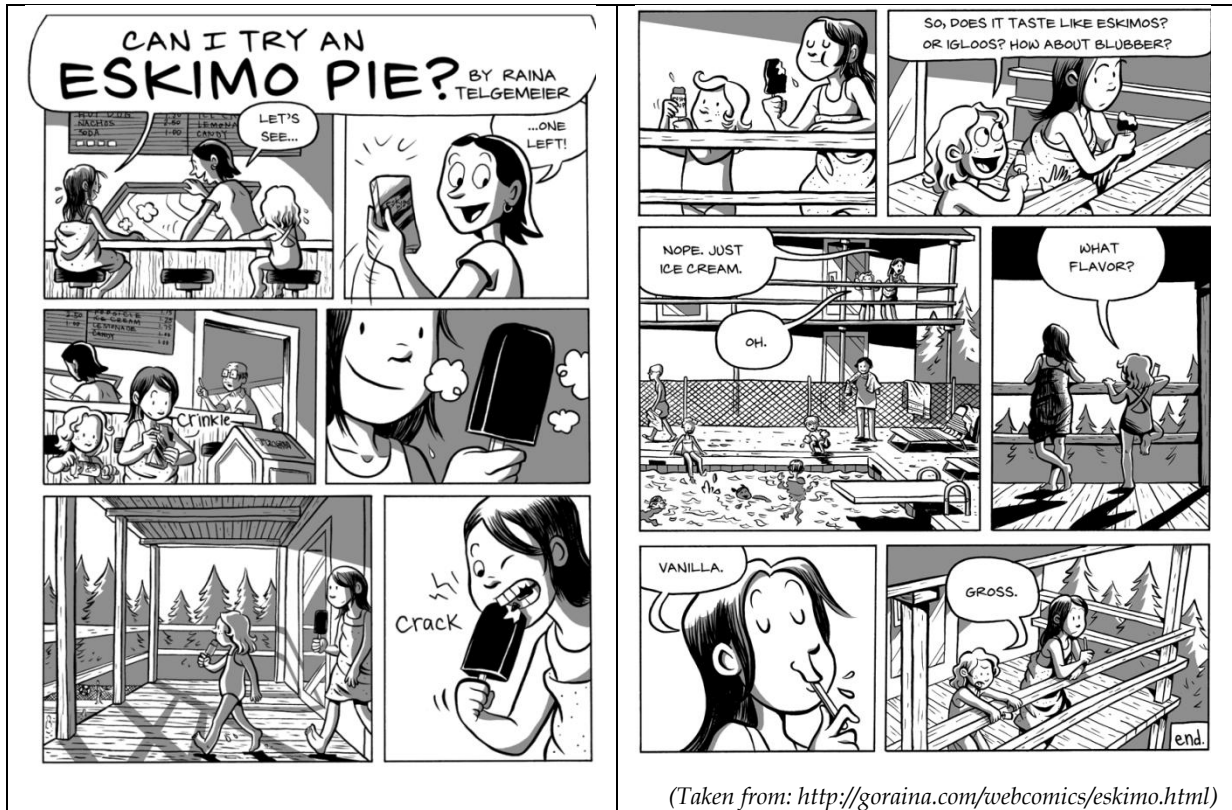
3. Independent Construction of the Text

Write a recount about your holiday. First, have a discussion in a group of four about the vocabulary and the activities you are going to write. It should be at least 100 words long.

STUDENTS' WORKSHEETS 2

FIRST EXPERIENCE

A. Building the Context



Do you remember the first time you rode your bicycle? How was it?
How about swimming? Where did you learn to swim for the first time?

B. Modeling and Deconstructing the Text

1. Read the text carefully and label the events.

One day, when I was in grade two, I wanted to have a cup of tea. So, I took a sachet of tea. Then I put the tea bag in a cup and poured some hot water. I stirred the tea. A sugar block would be good. I smelt the tea. That was so good. Nothing was better than it. Then I had my tea time. I was enjoying it so much that I gulped the tea and felt so happy.

Vocabulary

grade *n*: kelas
put *v* (-tt-; *pt*, *pp* put): meletakkan
smell *v* (*pt*, *pp* smelt or smelled): mencium (bau)

pour *v*: menuang
gulp *v*: meneguk
block *n*: blok

STUDENTS' WORKSHEETS 2

FIRST EXPERIENCE

2. Next, put each of the panels in correct order according to the text above. You need to use words like first, second, etc. to label the panels.

<p>1.</p>	<p>4.</p>
<p>2.</p>	<p>5.</p>
<p>3.</p>	<p>6.</p> <p>(Adapted from: http://goraina.com/webcomics/to2tea1.html)</p>

3. Joint Construction of the Text

Complete the following text by using suitable verb forms.

Travel on the Plane for the First Time

When I (be) ... young, I did not really like travelling. I (prefer) ... playing games on the computer. I never (travel) ... abroad on the plane until 1998. At that time, I (be) ... 21 years-old. My first trip was a 4-day trip to Taipei. Before I (come) ... to the airport, I did not know how to check-in. All procedures (be) ... so new to me. I (remember) ... I was so excited when the plane took off. I really (enjoy) ... my trip at that time. After that trip, I like travelling. I also travelled to Korea, France, Germany, Switzerland, Italy, and Austria.

(Taken from : Scaffolding, English for Junior High School Students Grade VIII. Adapted from: www.simonblog.com)

4. Independent Construction of the Text

Write about doing things for the first time in your life. It can be learning to ride a bike, cooking for the first time, eating some food or going to some place for the first time. It should be at least 100 words long.

STUDENTS' WORKSHEETS 3

THE SCHOOL TRIP

A. Building the Context

Read the comic strips below.

What are they doing? Have you experienced having a field trip?

MoCCA presents: **"THE FIELD TRIP"** story & art: Raina Telgemeier copyright © 2003 The Museum of Comic and Cartoon Art

At the Retro-politan Museum of Art...

HERE WE ARE, AGAIN, AT THE RETRO-POLITAN... SAME OLD, SAME OLD.

YEAH... I WISH WE COULD GO TO A NEW ART MUSEUM... FOR SOMETHING DIFFERENT!

BUT LIKE WHAT? UM... ... LIKE COMIC BOOKS! HA!!

COMICS AREN'T ART!!

IT WOULD BE COOL IF THERE WAS A MUSEUM THAT TOOK COMICS SERIOUSLY.

YEAH.

LIKE, YOU'D BE ABLE TO READ OLD COMICS AND NEW COMICS...

...AND WATCH CARTOONS...

...AND SEE NEWSPAPER COMIC STRIPS, MANGA, ANIME...

I'D LOVE TO SEE THE ART BEHIND ALL THAT!

ME, TOO!

I SORTA HEARD WHAT YOU GUYS WERE TALKING ABOUT, AND...

--AND YOU CAME TO TELL US WE'RE CRAZY.

UH...

NO, NO, ACTUALLY... WELL, HAVE YOU HEARD OF MOCCA?

I HATE COFFEE.

FRAPPUCINOS'RE PRETTY GOOD, THOUGH!

NOT MOCHA... MOCCA! THE MUSEUM OF COMIC AND CARTOON ART!

WHERE'S THAT? I'VE NEVER SEEN IT.

THEY HAVE AN OFFICE IN UNION SQUARE... IT'S RIGHT NEXT TO TOYS 'R' US.

OH, I KNOW WHERE THAT IS!

ME TOO!

1

2

3

4

STUDENTS' WORKSHEETS 3

THE SCHOOL TRIP



5



www.moccanv.org

6

(Taken from: <http://goraina.com/webcomics/mocca.html>)

B. Modeling and Deconstructing the Text

1. Read and then label the parts of the text below.

My Visit to Flores

I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende and Bajawa. So, I also enjoyed the beauty of the island.

I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south coast. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.

My next trip was to Detusoko. It is a mountain village. I went there with Ginny Edwards. Detusoko is not far from Mount Kelimutu. We woke up at 4 pm to see the three different coloured lakes at dawn. It was truly inspiring.

My final trip was to Bajawa. It is a small town high in the mountains. It was a very cold place. Yet my trip was fun and memorable. I would like to go back to Flores one day.

(Adapted from: Scaffolding, English for Junior High School Students Grade VIII)

.....

.....

.....

STUDENTS' WORKSHEETS 3

THE SCHOOL TRIP

Vocabulary

island <i>n</i> : pulau	cloth <i>n</i> : kain
start <i>v</i> : memulai	far <i>adj</i> (farther or further; farthest or furthest):
meet <i>v</i> (<i>pt, pp</i> met): bertemu	jauh
village <i>n</i> : desa	journey <i>n</i> : perjalanan
amazing <i>adj</i> : mengagumkan	mountain <i>n</i> : pegunungan
coast <i>n</i> : pantai	lake <i>n</i> : danau
	town <i>n</i> : kota

2. Now, identify the adverbs and connectors used in the text above.

Adverbs of time	Adverbs of Place	Connectors

C. Joint Construction of the text

1. Complete the following sentences by using the correct verbs. Change the verb forms if necessary.

go	take	accompany
attend	win	spend
<ol style="list-style-type: none"> Fredy went to Samarinda last year. Asep ... his brother to the airport yesterday. Ketut Tantri ... much money in his holiday last month. Sanusi ... me to go to the travel agent three days ago. Last holiday, Laila ... an English Course. Two days ago, Elizabeth ... the free ticket to Hawaii. 		
(Taken from: Scaffolding, English for Junior high School Students Grade VIII)		

2. In pairs, arrange the following paragraphs into a good text.

- In the middle of the day, we left for "Coban Rondo". It was a fresh a cool water fall on the slope of mountain. We should pass a twisting road along the jungle to reach the place. We enjoyed it very much, but we had to make some notes about the vegetations and the ecosystem in the waterfall.
- The last, we visited "Nlgiyep". It was a quiet beach. When we got there, it was already 5 o'clock in the afternoon. So, we could enjoy the beautiful sunset.
- Yesterday, our school held a field trip to Malang. We visited three tourism destinations. We were assigned to have notes about interesting objects that we could observe. It was for our science report.
- Finally, we went back to the school at 6. 30 p.m. We really enjoyed the trip.
- The first destination was Jawa Timur Park in Batu. It was amazing. The park provided a lot of things to enjoy, such as a bird park, a flower park, a children park and "Galery Belajar". The last was so interesting. Some scientific exhibitions could be found here. Visitors could try them. We were curious to do it.

(Adapted from: Kumpulan Soal Bahasa Inggris Paket 1)

STUDENTS' WORKSHEETS 3**THE SCHOOL TRIP**

D. Independent Construction of the Text

Retell your experience in having a school trip. It should be at least 100 words long. Write it in the space provided.

STUDENTS' WORKSHEETS 4

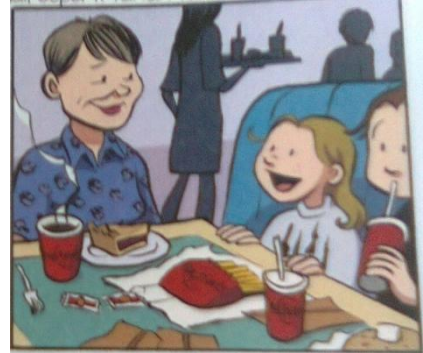
HAVING FUN WITH A FRIEND

A. Building the Context

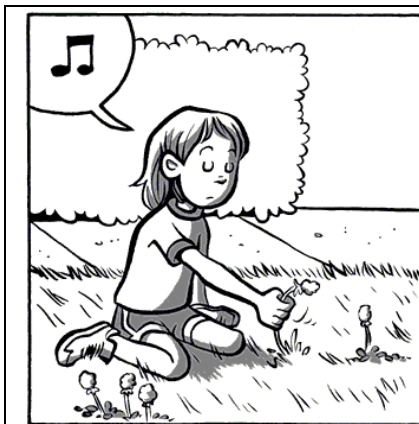
Look at the comic strips.

What are they doing?

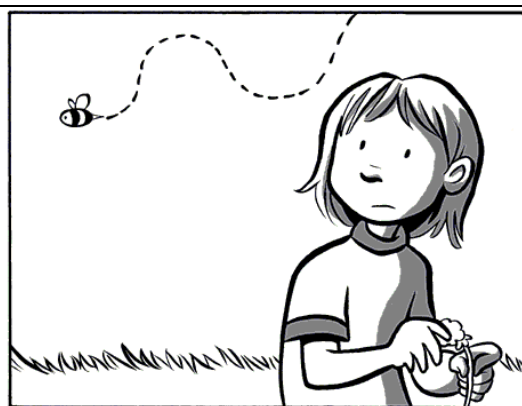
Can you remember about the things that happened to you and your friends? Then, what was that?

**B. Modelling and Deconstructing the Text**

1. Read the comic strips and the text following. Then, list the events happening to the writer.



One spring afternoon, I was in my house garden. I was picking some flowers and singing my favourite song.



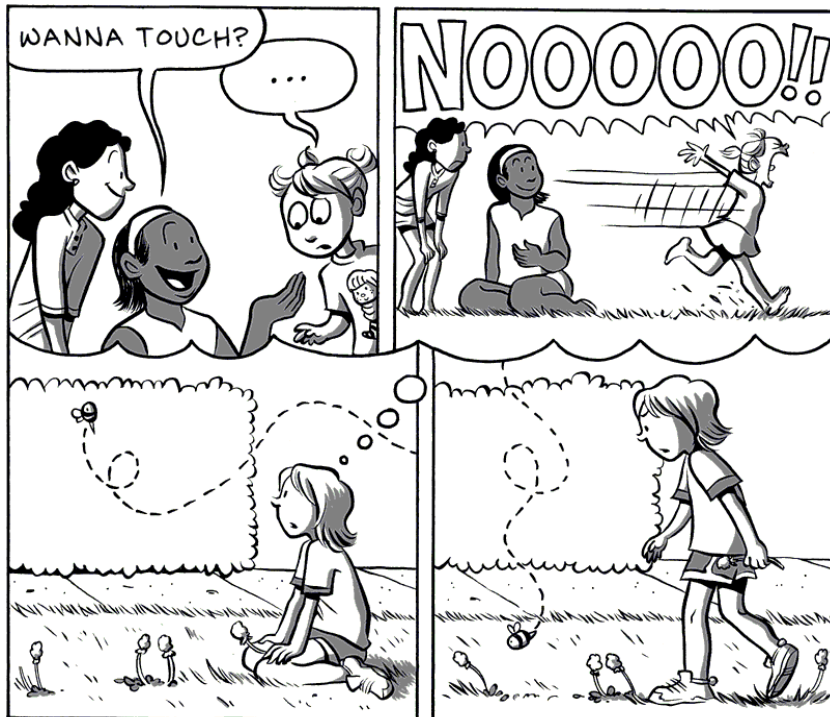
Suddenly, a bee was flying near me. I looked at the bee. Then, I remembered when my kindergarten playmates took a bee in the park.

STUDENTS' WORKSHEETS 4

HAVING FUN WITH A FRIEND



They touched the bee because they didn't know whether the bee was dead or still alive. They said it was soft.



After that, they handed me the bee, but I ran away. I was afraid of being stung by the bee. Being so curious, I came near it.

Notes : "Wanna touch?" is an informal expression of "Do you want to touch it?"

STUDENTS' WORKSHEETS 4

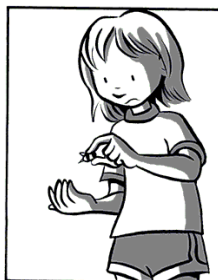
HAVING FUN WITH A FRIEND



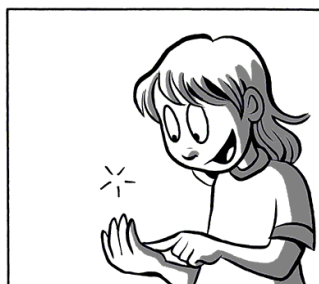
I stepped my foot on the bee.



Stamp! I did it.



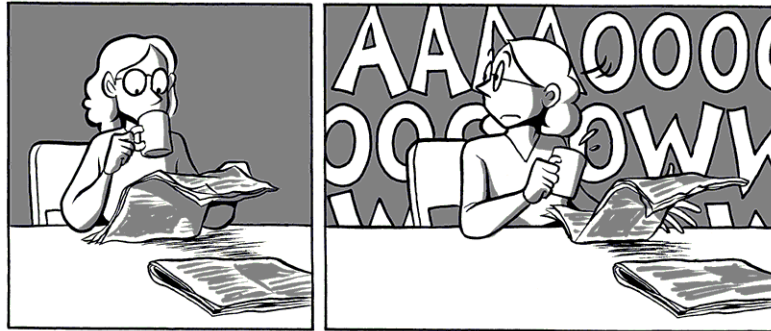
The bee was still buzzing but it didn't move. So, I picked it up.



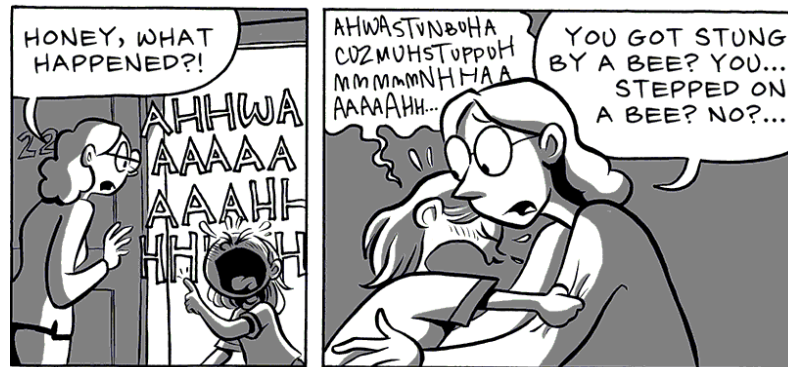
I touched it and it was soft. I kept on touching the bee.

STUDENTS' WORKSHEETS 4

HAVING FUN WITH A FRIEND



At that time, my mother was reading the paper and having her tea, when she suddenly heard my loud scream.



I went into the house. My mother opened the door. She asked what happened to me and I told her that I got stung by a bee.



Finally, my mother gave me an ice pack. I grumbled about the bee while I was rubbing my finger inside the ice pack. Spontaneously, my mother burst out laughing. She thought it was so funny. I was stung by a bee I had killed. I was really annoyed.

(Pictures are taken from: <http://goraina.com/webcomics/bee.html>)

STUDENTS' WORKSHEETS 4

HAVING FUN WITH A FRIEND

Vocabulary

spring <i>n</i> : musim semi	step <i>v</i> (-pp-): melangkah
pick <i>v</i> : mengambil	step on <i>Vpr</i> : menginjak
near <i>adv</i> : dekat	stamp <i>v</i> : menginjak
bee <i>n</i> : lebah	buzz <i>v</i> : berdengung
fly <i>v</i> (<i>pt</i> flew; <i>pp</i> flown): terbang	move <i>v</i> : bergerak
think <i>v</i> (<i>pt</i> , <i>pp</i> thought): berpikir	suddenly <i>adv</i> : tiba-tiba
playmate <i>n</i> : teman bermain	hear <i>v</i> (<i>pt</i> , <i>pp</i> heard): mendengar
kindergarten <i>n</i> : taman kanak-kanak	loud <i>adj</i> : keras
remember <i>v</i> : mengingat	scream <i>n</i> : teriakan
touch <i>v</i> : menyentuh	tell <i>v</i> (<i>pt</i> , <i>pp</i> told): menceritakan
whether <i>conj</i> : apakah	ice pack <i>n</i> : kantong es
because <i>conj</i> : karena	give <i>v</i> (<i>pt</i> gave; <i>pp</i> given): memberi
alive <i>adj</i> : hidup	grumble <i>v</i> : menggerutu
soft <i>adj</i> : lembut, halus	rub <i>v</i> (-bb-): menggosok
hand <i>v</i> : memberi	inside <i>adv</i> : di dalam, ke dalam
run <i>v</i> (-nn-; <i>pt</i> ran; <i>pp</i> run): berlari	spontaneously <i>adj</i> : secara spontan
afraid <i>adj</i> : takut	burst out laughing <i>Vpr</i> : tertawa tiba-tiba
sting <i>v</i> (<i>pt</i> , <i>pp</i> stung): menyengat	annoyed <i>adj</i> : kesal
curious <i>adj</i> : ingin tahu, penasaran	

A. Joint Construction of the Text

1. Fill in the blanks with the suitable words.

excited	heard	took	arrived	went
asked	could	wore	realized	told

Wrong Costume

A year ago, my friend and I 1) *joined* the Calendar Girl Audition in a radio station outside our town. We 2) ... about this audition from our neighbour a before. At first, we were very 3) This was because it was our first time to join such an audition. We 4) ... there by bus. It 5) ... 2 hours to get there. When we 6) ..., we saw many people who also joined the contest. After we examined more carefully, we 7) .. that all of the contestants were in red and white costumes. Then, we 8) ... the committee why the contestants were in red and white. The committee 9) ... us that it was the major requirement to join the contest. Meanwhile, my friend and I 10) ... the wrong costumes. I prepared a long blue gown, while my friend prepared a colourful gown. We were very desperate because we 11) ... not join the audition. After that, we went home sadly.

(Adapted from: Scaffolding, English for Junior high School Students Grade VIII)

STUDENTS' WORKSHEETS 4

HAVING FUN WITH A FRIEND

2. In pairs, arrange the following sentences into a good text.

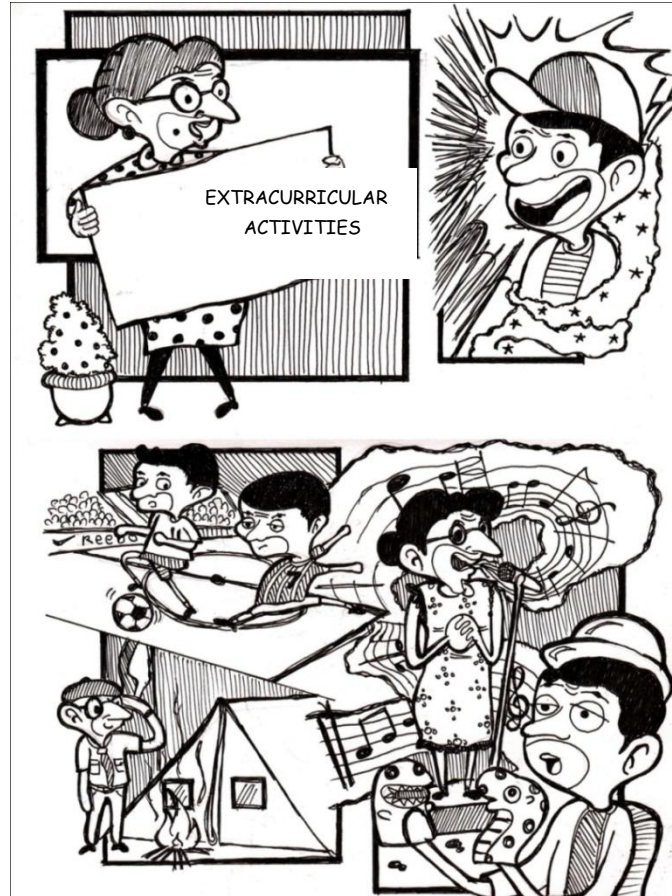
- a. An hour later, I got bored watching him choosing a shirt, he got confused to choose one. So I left him and went to the cassette counter.
- b. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area, his motorcycle was there but I couldn't find him. I waited for him but finally, I decided to go home.
- c. Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store.
- d. When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store.
- e. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again.
- f. When I got home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.
- g. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one.

(Adapted from: Ujian Nasional Bahasa Inggris SMP/MTs Tahun Pelajaran 2010/2011)

C. Independent Construction of the Text

Now, make a group of four to think about anything you can write about doing things with your best friend. Then individually, retell your experience with your best friend. Write it in at least 100 words long.

A. Building the Context



Have you joined the school activities?

What activities did you join? Were those after school activities or competitions?

What did you experience in joining the school activities?

B. Modeling and Deconstructing the Text

1. Read the following text and then label the parts of the text.

Last week, my school held some competitions. There were football competition, storytelling competition, and singing competition. Each class sent their teams to join the competition.

.....

Firstly, we had football match in the morning. The football field was divided into two so that we could have two matches at the same time. Other students who did not represent the class became the supporters so that the match was more exciting. We were very excited to support our class team.

.....

Then, after the football competition, we had a story telling competition. Each class sent a student to participate in the competition. Many of the participants brought dolls, pictures, or even things like vegetables. Some of them were funny, but some looked very nervous.

.....

STUDENTS' WORKSHEETS 5

JOINING SCHOOL ACTIVITIES

After that, the last competition was held. The singing competition was crowded with the audience. We also had one student to represent each class this time. We burst out laughing when some singers were out of tune. Some students even yelled at poor singers, after all, some participants joined the singing contest just because they were forced by their classmates and they could not resist.

Finally, it was the time to announce the winners of each competition. My class won the football match.

We were tired but following the competition was very exciting.

.....

.....

.....

Vocabulary :

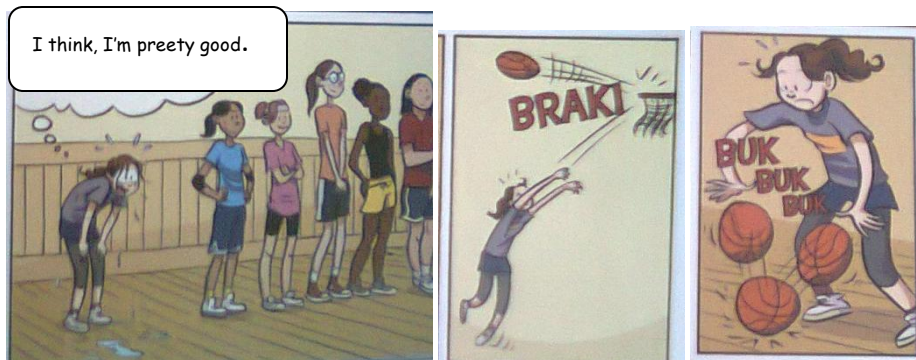
hold *v* (*pt, pp* held): mengadakan
 competition *n*: perlombaan
 send *v* (*pt, pp* sent): mengirimkan
 join *v*: mengikuti
 match *n*: pertandingan
 crowded *adj*: penuh sesak

represent *v*: mewakili
 audience *n*: penonton
 become *v* (*pt* became; *pp* become): menjadi
 laugh *v*: tertawa
 each *indef pron, det*: setiap
 win *v* (*-nn-; pt, pp* won): menang

C. Joint Construction of the Text**1. Arrange the following paragraphs into a good text.****My Diary, August 27th 2009**

- Finally, I did it. The result result was better than I expected. I won and I was given the chance to go to Japan the following month. I was very happy.
- At first, I did not feel confident. However, my teacher told me that I could do it. After that, I practiced dancing diligently.
- Today, my parents took me to the festival. They did not want to miss it. Then, the time came for me to go on the stage. When performing, I was not nervous as I thought.
- I was chosen by my teacher to join the Traditional Dance Festival. It was the first and biggest festival for me.

(Taken from: Scaffolding, English for Junior High School Students Grade VIII)

2. Arrange the following comic strips into the correct order.

STUDENTS' WORKSHEETS 5

JOINING SCHOOL ACTIVITIES



(Adapted from: The Indonesian version of "Smile" by Raina Telgemeier 2011)

D. Independent Construction of the Text

Retell your experience in joining school activities. It can be your experience in scout activities, extracurricular activities or competitions.

STUDENTS' WORKSHEETS 6

VISITING MY HOME TOWN

A. Building the Context

Read the following comic strips.



STUDENTS' WORKSHEETS 6

VISITING MY HOME TOWN



(Adapted from: <http://goraina.com/webcomics/kitty.html>)

STUDENTS' WORKSHEETS 6

VISITING MY HOME TOWN

B. Modeling and Deconstructing the Text

1. Read and label the parts of the following text.

Last Saturday was a special day for our family. We visited our grandma in the new year. We were very excited because we missed grandma very much. We left for grandma's house at 7 o'clock in the morning and we arrived there at 12.30.
Having arrived, my father blew the horn. A moment later, grandma opened the front door and waved her hand. One by one, we entered the house and hugged our grandma. Then, we sat in the living room.
After that, grandma brought some boxes of presents for us. Each of us got one box, except Jason. He got an envelope. He looked very sad when he held the envelope. I was a little bit disappointed too when I found my present was a sweater, but Jason was lucky after he knew that he got some money. I thought some money was better than a sweater. We thanked grandma, after all.
Finally, we took a photograph with Jason's big smile. He liked his present so much.
We were very grateful because we could gather with our family.

Vocabulary :

visit <i>v</i> : mengunjungi	present <i>n</i> : hadiah
miss <i>v</i> : merindukan	hug <i>v</i> (-gg-): memeluk
blow <i>v</i> (<i>pt</i> blew; <i>pp</i> blown): membunyikan	envelope <i>n</i> : amplop
horn <i>n</i> : klakson	look <i>v</i> : terlihat
later <i>adv</i> : kemudian	know <i>v</i> (<i>pt</i> knew; <i>pp</i> known): mengetahui
arrive <i>v</i> : tiba	get <i>v</i> (-tt-; <i>pt</i> got; <i>pp</i> got): mendapat
excited <i>adj</i> : bersemangat	hold <i>v</i> (<i>pt</i> , <i>pp</i> held): memegang
bring <i>v</i> (<i>pt</i> , <i>pp</i> brought): membawa	think <i>v</i> (<i>pt</i> , <i>pp</i> thought): berpikir
open <i>v</i> : membuka	find <i>v</i> (<i>pt</i> , <i>pp</i> found): mengetahui, menemukan
wave <i>v</i> : melambaikan	grateful <i>adj</i> : bersyukur
enter <i>v</i> : memasuki	

STUDENTS' WORKSHEETS 6**VISITING MY HOME TOWN****C. Joint Construction of the Text**

1. Change the verbs below from infinitive (V1) forms into past form (V2).

V1	V2
visit	
go	
be	
open	
get	
look	
bring	
find	
know	
take	

2. Arrange the following sentences below into a correct paragraph.

- a) We left our house at about 5 o'clock in the morning. We took a taxi to the railway station.
- b) Finally, our train came. All of us rushed to get on the train.
- c) Last *Lebaran*, my family and I went to our hometown. We decided to take a train because it is more comfortable.
- d) It took about 5 to 7 hours to get to our hometown. We enjoyed our journey.
- e) We took a carriage no 3 according to our tickets.
- f) But our train was late for about fifteen minutes, so we had to wait a bit longer.
- g) After finding our seats, we sat comfortably.
- h) We arrived at the station at six our train would leave at 6.40.

(Adapted from: Ujian Nasional Bahasa Inggris SMP/MTs Tahun Pelajaran 2010/2011)

D. Independent Construction of the Text

Now retell your experience about visiting your relatives or other members of your family in the space provided below.

APPENDIX E

FIELD NOTES

FN 01**Day, Date: Saturday, October 6th 2012****Activity: Consulting the School Head Master****R: Researcher****HM: Head Master**

R arrived at the school at 09.00 a.m. R asked for permission to meet HM. R entered HM's office. R asked HM whether she could conduct the research within the month. HM gave permission to R. He said R should bring the letter of permission from Bappeda first and then one of the administration officer would issue a letter signed by HM. R thanked HM. R took leave.

FN 02**Day, Date: Thursday, October 11th 2012****R: Researcher****VHM: Vice Head Master****ET: English Teacher**

R arrived at school at 08.50 a.m. R met VHM to ask for permission to conduct the research. VHM told R to wait until HM was present on the following day, since HM was still on duty in Jakarta. R met ET to consult which class should be taken. R asked ET to be allowed to do observation during the teaching and learning process. ET and R entered the class at the sixth session. ET introduced R to Ss. The teaching and learning process was begun. R observed the class and took some notes during the teaching learning process. ET asked Ss about the previous learning materials. Some Ss gave responses, Ss at the back were not concentrating on the lesson. ET gave some examples about past tense. Ss opened their workbooks and looked for the examples they had written before. Then, ET gave a dictation exercise to practice past tense orally. The activity did not work, so ET simply let the Ss answer the questions in the dictation as their understanding about the instruction. Ss at the back were chatting and some Ss even pinched their friends' hands without paying attention to the ET. Next, Et gave an exercise for them from the worksheet. Ss did the task. Then, the bell rang. The exercise was for homework. ET ended the class.

FN 03**Day, Date: Friday, October 12th 2012****Activity: Pre-Test****R: Researcher****ET: English Teacher****Ss: Students**

ET greeted the Ss and told them that R would teach them during the sessions. R greeted Ss and Ss responded to R. R distributed the worksheets for the students. The worksheet contained brief materials for recount text as Ss had learned about the features of a recount text in the previous meeting. After giving a brief explanation about the recount text and how to do the test, R distributed the worksheets for Ss to work on. The topics of the writing had been specified, so that Ss could write in a more specific topic. Ss started working. R watched Ss, while Ss were doing the test. R warned Ss to sit properly on their seats and not to bother their friends. Many Ss did not start to write until the last 30 minutes of the time remained. Some of them had finished working while others simply wrote few sentences on their worksheets. The time was up. R asked Ss to submit their writings. R ended the test. R closed the class.

FN 04

Day, Date: Tuesday, October 16th 2012

Activity: 1st Meeting (1st Cycle)

R: Researcher

Ss: Students

Teacher	Students
R opens the class. Then, R greets the class. R greets Ss again. R distributes the worksheets for Ss. After that, R checks for Ss' attendance.	Firstly, most Ss do not respond to the greeting. Then, Ss respond to R.
R gives information about the materials and learning activities. Firstly, R shows a picture related to holiday to Ss and said, "Now, open the first page of the worksheet, please." Then, R explains the initial instruction on the worksheet to Ss. R asks Ss to be silent.	During this activity, there are Ss who make noisy and some Ss are coming into the classroom.
R use comic strips to elicit Ss' vocabulary. R continues to ask everything about the activities in the pictures, saying, "Can you see the picture?" Then, R invites Ss to mention and list possible vocabulary related to the holiday by making word web, saying, "Do you often go to the zoo on holiday?" R encourages Ss to come in front of the class.	Ss respond to R's questions. Ss say, " <i>Bermain</i> , eating, holiday, fishing, surfing, Mr. Bean." Ss were so noisy. Ss answer, "Yes."

R directs Ss to read the questions related to the picture and kinds of text presented. R asks Ss, "Have you told somebody about your holiday?" R asks why one of the texts is identified as a recount text. R gives a brief definition of a recount text and its use to the Ss.	Ss are identifying a recount text among different text-type. Ss ask, " <i>Maksudnya</i> , recount <i>itu apa Mbak?</i> "
R uses comic strips along with the model text. Then, R presents a recount text with a set of comic strips. R points three Ss to read the model text in turns. "Davit, read the first paragraph, <i>paragraf pertama dibaca ya.</i> " R and Ss read aloud the model text.	Ss pay attention to R, some are chatting to their friends. Some Ss read aloud the model text, the others are listening.
R explains the generic structure of a recount text in brief.	Students pay attention to the researcher explanation about the generic structure of a recount text.
Then, R asks Ss to identify the events in a recount text. Here, they list every event happening in the text, "Now, please list every activity in the text."	Ss say, "Breakfast." Some Ss volunteer and some Ss are pointed to list the events on the black board. Some Ss are afraid of making mistakes in listing the events. Asking, " <i>Artinya ini apa Mbak, nulis ini boleh Mbak?</i> "
Next, R sticks some pictures on the black board. R asks Ss to match each picture to each of the activities listed.	Some Ss volunteer to do the task in front of the class. The rest of Ss match the events in the recount text with the actions in the comic strips in their worksheets.
R asks other Ss first if they know the meaning of the words being asked, then gives the answer to those Ss. Having finished matching the pictures and the events, R and Ss check the answers together. Ss are noisy.	Then, Ss mention the vocabulary in the text. During this activity, some Ss ask about the meaning of some words in the text.
R asks Ss to open page four on the worksheet and mention the parts of the recount text. R asks, "What's the next part?" R asks Ss to go back to page three to mention the details of each part of the text.	In this activity, Ss identify the generic structure of a recount text. Ss mention the parts of the recount text.

<p>R asks, "Orientation <i>isinya apa?</i>"</p> <p>R writes on the black board the details. R asks Ss to identify to which parts the details of the text belong to. R asks, "There is a sequence of events. Can somebody tell me which one the re-orientation is, <i>siapa yang tahu bahasanya Inggrisnya 'perasaan'?</i>" R continues to give example for the words mainly used in the re-orientation.</p>	<p>Ss say, "<i>Waktu</i>, who, where, when, what."</p> <p>Ss respond to R's questions, "Apa. Miss?"</p>
<p>Next, R asks Ss to open page five and explained the grammatical features of the recount text. R writes some examples of verb forms and how those words change and also the adverbs and connectors used in a recount text.</p>	<p>Ss pay attention to R's explanation about the language features of a recount text.</p> <p>Ss answer the Indonesian meanings of the connectors.</p>
<p>Moving to the next task, it is filling in the blanks in a text with suitable connectors. R goes around the class to guide Ss in doing the task. R asks Ss to pay attention to the instruction and use their dictionaries. R guides Ss to check the answers.</p>	<p>Ss learn to use the language features of a recount text. Ss start to do the task. Next, some Ss ask for help. After all Ss have completed the task, several Ss volunteer completing the text by writing the answers on the black board. Ss check the answers for the task.</p>
<p>Continuing the lesson, R asks Ss to do the next task which is arranging the paragraphs of a recount text according to the sequence in the comic strips. Finally, R guides Ss to re-arrange the paragraphs by showing the clues in the comic strips.</p>	<p>Sts rearrange a jumbled sequence of recount text accompanied by a set of comic strips.</p> <p>This task is a little bit difficult for Ss, because there are many new words for Ss. Most Ss find it hard to find the clues in the text and the comic strips. They find difficulties in comprehending the vocabulary& the meaning of the words</p>
<p>In the last activity, Ss should make a recount text based on what Ss have learned. The task should be done by writing a new one. R explains to make a draft first or write the same text like what Ss did in the pre-test, but Ss should write it better. R asks other Ss to help their friends to find the meanings of the words.</p>	<p>Some Ss complained that Ss want to revise their previous work, which was the pre-test. R tells Ss to work on their own. Each S produces a recount text. Ss start to write their texts, but some Ss move around the class and the class is very difficult to control. Some of them do not</p>

<p>“What is ‘<i>jalan kaki</i>’ in English? Still, Ss make noises. “What is the English for ‘<i>sawah</i>’?”, R says.</p> <p>R directs Ss to look at the verbs forms, asking “<i>Siapa yang tahu bahasa Inggrisnya ‘sampai’?</i>”</p> <p>Then, R writes ‘arrive’ on the black board.</p>	<p>bring their dictionaries. Ss want to borrow others’ dictionaries or just made noises. Some Ss brought their dictionaries, but Ss tend to ask R about the words they want to find out, “<i>Miss, ini bahasa Inggrisnya apa?</i>” The class is so noisy.</p> <p>Ss say, “Until.”</p>
<p>The bell rings and the time is up. R asks Ss to continue their work at home and submit them the next day. R does not have time to review the lesson. Finally, R closes the class.</p>	<p>Many of them do not submit their assignments. Ss are asked to do the task as homework.</p>
<p>The class is not easy to control. Disturbing behaviors are noticed. Many Ss do not fully concentrate on the lesson. Ss in the middle rows also ask many questions about the words in the jumbled recount text. Ss do not understand the instruction. Most Ss complained that the text was very long and too much. It seems that the text is too long for them. Though the comic strips have been arranged chronologically, Ss do not know how to relate the pictures to the words in the jumbled recount text. The learning stages are incomplete.</p>	

FN 05

Day, Date: Wednesday, 17th October 2012

Activity: 2nd Meeting (1st Cycle)

R: Researcher

Ss: Students

Teacher	Students
R opens the class by greeting Ss.	Ss respond to R’s greeting.
R distributes the worksheets for Ss. R reminds Ss to submit their homework at the end of the lesson.	
<p>R shows a set of comic strips included in the worksheet to Ss. R introduces the topic of the lesson. R delivers some questions related to doing something for the first time. R prompts Ss’ responses by giving examples.</p> <p>R asks Ss to pay attention to the pictures.</p> <p>R asked how Ss felt about learning to ride a bike for the first time.</p>	<p>Ss are noisy. Some Ss do not pay attention to R.</p> <p>Ss mention some words related to the theme of the lesson. Some Ss are talking to their friends.</p> <p>Ss ask the Indonesian meaning of ‘doing things for the first time’.</p> <p>Ss ask for examples.</p>

<p>R asked whether other Ss knew the Indonesian meaning of the phrase.</p> <p>R gives examples for the activities representing the phrase. R offered more chance for Ss to add the examples. R asked whether Ss had learned swimming.</p> <p>R said, “Now, about cooking for the first time, what happens?”</p> <p>R asks, “Making kite for the first time?”</p> <p>R asked whether Ss had eaten something special for the first time.</p>	<p>Other Ss mention the other examples. Some Ss say, “Sudah bisa renang, Bu.”</p> <p>Ss say, “Gosong.”</p> <p>Ss answer, “Tidak bisa terbang.”</p> <p>Ss say, “Mi goreng dimasakin nenek.” Ss are pretty active, some Ss at the back are silent, paying attention to R, and there are few Ss talking to their neighbours.</p>
<p>R say, “Now look at the picture. What is the title?” R invites Ss to read aloud the comic strips in pairs. Then, R points two Ss to read aloud the comic strips. R guides Ss to read aloud the comic strips together.</p>	<p>Some pairs of Ss read aloud the comic strips, the others are listening. There are still some Ss who are busy chatting to their friends.</p>
<p>Then, R together with Ss make a schema for brainstorming the ideas about ‘doing things for the first time.’</p>	<p>Ss mention the words related to the the theme to build the schema.</p>
<p>R asks Ss to read an example of a recount text. Next, R guides Ss to read aloud the text.</p>	<p>Ss read aloud the text.</p>
<p>Then, R explains the generic structure of a recount text by requesting Ss to mention the parts of the text.</p>	<p>Ss mention the parts of the text. Some Ss are the most active to participate.</p>
<p>R asks Ss to come in front of the class, writing on the black board, to analyze the text being read. R says, “We’ll correct it later” rightly after some Ss finish giving the answers.</p>	<p>Some of Ss volunteering misspell the words they intend to write.</p> <p>S says, “Miss <i>ini ya</i>, Miss.”</p> <p>Ss pay attention to the answers on the black board & respond to R’s questions.</p>
<p>Next, R guides Ss to analyze the text together. R makes some corrections for some words misspelled by Ss.</p>	<p>Ss follow R’s explanation for each answer.</p>
<p>Then, R sticks some comic panels on the black board. R asks Ss to sequence a set of separate comic strips based on the text by adding suitable connectors beside the comic strips in the worksheet. There are some clues. The jumbled panels number 2&4 are not fully jumbled.</p>	<p>Ss are invited to match the panel with the events Ss have listed. Ss ask the clues for the arrangement of the comic strips. Ss finish the task and check their answers.</p>

R explains how the verb forms change for regular verbs and how they have different forms for irregular verbs. R&Ss check for the answers.	Then, Ss were asked to change verb forms from infinitive to past forms. Some Ss came in front of the class to write their answers.
R tells Ss to include the phrase 'first time' in their works.	Next task, Ss are required to write a recount text about 'doing things for the first time.'
R asks Ss to submit their previous homework. The last task is for the next homework.	Some Ss submit the task, the rest have not finish, making it their homework.
R summarizes the materials with Ss. "What have you learned today, <i>belajar apa kita hari ini?</i> " "How about the connectors? <i>Kalau mengurutkan kalimat dengan kata apa?</i> "	Ss mention the learning materials they have learned. Ss answer, "First experience, making tea." Then, Ss reply. "First, second, then, after that." Etc.
R says, "Now, submit your homework". Next time, bring the first worksheet, okay." Then, R ends the class, saying, "Thank you for your attention. Wassalamu'alaikum wr. wb."	Ss are so noisy. Ss respond to R's instruction. Ss reply R's closing.
The warming up is quite difficult. Ss are enthusiastic about reading the comic strips and doing the tasks. The teaching and learning stages are complete, but many Ss have not finished their writings. Classroom disturbances are noticed but during the teaching and learning process, the class is quite easy to handle.	

FN 06**Day, Date: Friday, 19th October 2012****Activity: 3rd Meeting (1st Cycle)****R: Researcher****Ss: Students**

Teacher	Students
R enters the class at the third session which is at 8.30 a.m. R gives 5 more minutes for students to get ready, but it finally takes about 15 minutes to start the class.	All students have just had a break from their P.E. class, so that some Ss are still outside. Ss ask for additional time for the break. The class is so noisy.
R greets Ss to open the class. R gives instruction for Ss to settle. R spreads the worksheets for Ss.	Ss respond to R's greeting, "Good morning, Miss." Some Ss get back to their chairs.
Then, R presents a picture to activate Ss' background knowledge.	Only few Ss respond to R. They are still so noisy.

R moves to the worksheet. R invites Ss to read aloud the dialogues in the comic strips. "Husein and Yoga, please read the dialogues in the comic strips." R asks Ss to pay attention to the comic strips, "Davit, Syeikhi, please read the next panels." Then, R guides Ss to read aloud the comic strips together.	Some pairs of Ss read aloud the comic strips. Some students do not listen to their friends and talk to their neighbours. Ss say, "Ini Miss? Ya."
The bell rings for the break time.	Ss have finished reading aloud the comic strips. Ss take a break.
To continue, R directs Ss to mention the vocabulary available in the panels. R writes 'School trip' in the middle of the board and asked Ss to mention some activities related to a school trip. R writes the vocabulary on the board.	Ss respond to R's instruction by mentioning the words and pictures in the panels. Ss say, "School trip, museum, arts."
Next, Ss are asked to read the next text and label the parts of the text.	Ss label the parts of the text in pairs.
R gives a brief explanation about the generic structure of recount text.	Some Ss do not pay attention to R's explanation.
To make sure that every student read the text, R guides Ss to read aloud the text together. R tells Ss to read the vocabulary section at the end of the text, in case they find some words which are new for them.	Ss follow R to read aloud the text. Ss label the parts of the text. Then, they check the answers for the task.
R reminds them about the adverbs used in a recount text. Then, R gives a piece of paper for them to write their answers. There are ten minutes left to do the exercise.	After that, Ss do the next task which is identifying the language features of a recount text. Some Ss ask R to re-explain the task. Ss are noisy. They are busy doing the task when the bell rings.
The time is up, R asks Ss to do the task home as homework, saying, "Okay, have you finished? Please submit your work."	Ss respond to R's instruction, saying, "Belum, Miss."
There is no review. R does not have time to review the lesson. "Okay, you have to continue your work at home."	Ss are so noisy, saying, "Miss, buat PR ya, Miss?"
R ends the lesson, "Thank you everybody. Wassalamu'alaikum. Wr. Wb."	Ss respond to R's farewell.

The teaching and learning stages are incomplete. The comic strips are a bit long. Ss cannot fully concentrate on the lesson. The class is noisy when it comes to reading aloud and essay tasks.

FN 07

Day, Date: Tuesday, 30th October 2012

Activity: 1st Meeting (2nd Cycle)

R: Researcher

Ss: Students

Teacher	Students
R enters the class at the fifth session. R greets Ss, "Good morning everybody." R checks Ss' attendance, "Who is absent today?"	Ss answer, "Good Morning, Miss." Ss reply, "Fera, Miss."
R returns Ss' previous task to be re-written by using pen since many students used pencils in writing the task. R asks Ss to submit the two previous tasks together as many Ss do not submit those tasks on time.	Some Ss say, "Miss punya saya masih di rumah." Other Ss say, "Miss, ini aja ya, Miss. Miss, kebacut e, Miss."
R asks a S to distribute worksheets, saying, "I need somebody to distribute these worksheets."	S replies, "Saya, Miss."
After all of the Ss have their worksheets with them, R starts the lesson by asking Ss to orally describe what they see on page one of the worksheet. The comic strips on page one consist of pictures about doing something with friends. R says, "The smaller one, <i>gambar yang lebih kecil, mereka ngapain?</i> " R asks again, "With whom, <i>dengan siapa?</i> " R asks, "This one? <i>Yang ini apa?</i> " R asks the Ss who have the turn to clean the board to clean it. R says, "I won't start until everybody pays attention. Okay, the smaller pictures on your right, <i>di sebelah kanan kalian itu</i>	Ss are so noisy. Then, Ss mentions the vocabulary related to the picture. Ss answer, " <i>Makan-makan, barbeque.</i> " Ss answer, "Father, brother, family." Ss say, "Marshmallow, marshmallow, marshmallow." Ss are reluctant to clean the board. Ss are very noisy. Ss answer, " <i>Lagi makan, marshmallow, ikan, eating.</i> " Ss reply, "Roti isi, sandwich, restaurant." Ss answer, " <i>Bersama family, with the family.</i> " Ss are so noisy. Ss say, "Friend, my friends, <i>membakar.</i> "

<p><i>gambarnya apa?”</i> R writes eating on the board, asking, “Eating <i>apa?</i>” R asks Ss again, “<i>Sekarang</i> with whom, <i>bersama siapa?</i>” R asked, “Okay, <i>gambar ketiga dengan siapa?</i>” R asks, “<i>Terus yang di bawah bakar-bakar itu apa, api unggun bahasa Inggrisnya apa?</i>” R writes ‘bonfire’ on the board then R asks, “What is the meaning of bonfire?” R asks, “Artinya apa?”</p>	<p>Ss answer, “Fire camp, a fairy, fire camp, camp fire, <i>ah ra ngerti lah, pokokmen</i> fire fire.” S asks, “Meaning, meaning, meaning <i>tu apa mbak?</i>” Other Ss say, “Bakar, bakar.” Ss said, “<i>Api unggun, api unggun.</i>”</p>
<p>Then, R asks Ss to read the sentences below each comic strip panel. R asks Ss who disturbs his or her friend to read aloud the sentences as a punishment. R says, “We’re going to read the dialogues in the bubbles.” R leads Ss to read aloud the dialogues in the speech bubbles.</p>	<p>Ss say, “Yang mana, Miss?” Some disturb their friends. Some Ss are noisy and some Ss do the instruction. Some Ss who are asked to read the sentences did not pay attention to other Ss who read aloud the sentences before, so they do not know which sentences they have to read.</p>
<p>R says,” At the back, <i>ada huruf yang besar-besar itu maksudnya apa?</i>” R asks, “<i>Bisa tahu ceritanya?</i>” R asks, “What did she do first, <i>yang pertama tadi sedang apa</i>, this one?” R asks, “ Okay, what is the English for <i>menyanyi</i>? <i>Bahasa Inggrisnya menyanyi apa?</i>” R asks, “Kalau singing-nya verb 2, menjadi?” R writes ‘sang’ on the board. R&Ss discuss the pictures in the comic strips. R asks, “What is ‘melihat’ in English?” R reminds Ss not to be busy talking with their neighbours or beating the table. R asks, “What is the mother doing?”</p>	<p>Ss say,” <i>Ada yang teriak.</i>” Ss reply, “No, <i>dientup tawon.</i>” Ss answer, “Nyanyi-nyanyi.” Ss say, “Singing.” Ss reply, “Singer, song, sang, sing, sang, sung.” Ss say, “O, sang.” Ss discuss the pictures on the worksheet. Ss mention the vocabulary related to the pictures. Ss reply, “Looking.” Ss say, “Read, read paper.”</p>
<p>R asks Ss to do the vocabulary listing and change the verbs into past forms. R gives a brief explanation about using auxiliary verbs.</p>	<p>Ss mention the verbs in the comic strips and the past forms of the verbs. Some Ss volunteer to do the task. Ss check the verbs list together.</p>

R asks Ss to do the next task in pairs. R reminds Ss who are talking each other. R leads Ss to check the answers.	Some Ss are busy talking. Then, some Ss write their answers on the board
After that R divides Ss into 5 groups to re-arrange a jumbled recount text and put it in an envelope for each group. While R is taking the envelopes, R reminds Ss to re-write their assignments by using pens. It takes quite a long time to have Ss work with their own groups.	Ss move around to gather with their groups. Ss do their task in group. The class is noisy.
R is monitoring the groups when the time is up. R says, "Okay, please continue your work at home."	Ss are still working. Some of them say, "Miss, belum selesai, Miss." Ss reply, "Iya, Miss."
R closes the class, saying, "Thank you everybody. Wassalamu'alaikum, Wr. Wb."	Ss respond to R's closing.

FN 08**Day, Date: Wednesday, 31st October 2012****Activity: 2nd Meeting (2nd Cycle)****R: Researcher****Ss: Students**

Teacher	Students
R enters the class at 07.00 a.m.	Every Wednesday, Ss begins the lesson by reading Koran together.
After that, R starts the class by giving a short greeting to Ss, saying, "Good morning everybody." R checks Ss' attendance, asking, "Who is absent today?"	Ss reply, "Good morning, Miss." Ss answer, "Haryono, Miss."
R asks Ss to submit their assignment which is re-writing their writings by using pen. Since there are still some Ss who have not done it, R gives them 5 minutes to do it. R monitors Ss re-writing their assignments. The time for re-writing the assignments is up. R does not allow some Ss who do not bring the assignments to make a new one in the class because it would spend more time.	Ss do the instruction, but some Ss do not bring their assignments to the class. Some Ss are not disciplined. They are talking to their neighbours. Ss say, "Sebentar, Miss."

<p>R reminds Ss of their group work. R asks each group to send a S to represent the group. R guides Ss to check the answer for the arrangement.</p>	<p>In the previous meeting, there was a task to re-arrange a jumbled recount text in groups. Since Ss had not finished doing it the day before, they were told to do it at home. Some Ss write the arrangement of the text on the board. Then, they check the answers together. Only group 1 re-arranges the text correctly. Ss ask for rewards since they succeed in arranging the text. Then, R tells them to wait until the break time.</p>
<p>R takes out the worksheets for Ss. R says 'Okay' to start, but Ss are not ready. Then, R asked S to only take one and give the rest to other Ss. R says, "You can have the worksheets at the end of the meeting."</p>	<p>One S volunteer to distribute the worksheets to the others. After having the worksheets with them, some Ss ask, "<i>Apa ini?</i>" A S still has some worksheets with her and the half of Ss had not got the worksheets</p>
<p>R asks, "<i>Di gambar ini ada apa saja?</i>" R say, "Okay, <i>ada apa saja di sekolah kalian?</i>" R said, "<i>Yang playing doll itu story telling.</i>" R said, "<i>Lalu, di sekolah kalian, pramuka.</i> What is the English for '<i>pramuka</i>'?" R asks, "<i>Lalu apa lagi?</i>" R writes the vocabulary mentioned on the board. R asks, "<i>Ada?</i>" R asks, "Who knows the English for '<i>paduan suara</i>'? <i>Tadi singing ya? Bisa juga ini.</i>" R writes 'choir' on the board. R says, "Repeat after me, 'choir'." R calls a S, who is talking with his tablemate in the front most row, to pronounce the word 'choir'. R repeats how to pronounce the word.</p>	<p>Starting with page one, Ss say, "<i>Ada extracurricular activities.</i>" They answer, "Football, camping, speaking, singing, playing doll, football, camping, playing doll, singing." Ss said, "Oya." They answer, "Scout, scout, scout." Ss say, "Drumband, <i>tennis meja</i>, volley, basketball, basketball, <i>futsal.</i>" Ss say, "<i>Futsal, jahit. Pergi ke pasar itu Mbak.</i>" Ss say, "<i>Ada go to market itu Mbak.</i>" They ask, "<i>Apa itu?</i>" Ss repeat, "Choir." Some Ss read in English & some Ss read in Bahasa Indonesia pronunciation. He does not pronounce it correctly. They answer, "<i>Air, coir, khoir</i>, choir." They reply, "<i>Kae opo kae? Menyenangkan.</i>"</p>

<p>R asks, “Okay everybody, <i>itu yang depan namanya siapa, Dwi coba bacanya apa?</i>”</p> <p>R asks, “<i>Nah gitu. Sekarang</i>, your experience in camping. <i>Kalau camping pengalamannya apa biasanya?</i>”</p> <p>R says, “Okay, ‘fun’ and then?”</p> <p>R asks Ss, “What is ‘<i>mandiri</i>’?”</p> <p>Because no S answered her question, R writes ‘autonomous’.</p> <p>Then, R pronounces the word, followed by Ss.</p> <p>R asks, “<i>Selain itu?</i>”</p> <p>R say, “Okay, ‘hungry’. <i>Bahasa Inggrisnya lelah?</i>”</p> <p>R asks again, “What is the English for ‘<i>lelah</i>’?”</p> <p>R asks them to answer the English equivalence for ‘<i>lelah</i>’.</p>	<p>Ss say, “<i>Mandiri.</i>”</p> <p>Ss pronounce, “Automatic.”</p> <p>They say, “Hungry.”</p> <p>They say, “<i>Kesel.</i>”</p> <p>Some Ss are talking to their neighbours.</p> <p>Other Ss answer, “Tired.”</p>
<p>R asks Ss to read aloud together some parts of a text that will be used as an exercise.</p>	<p>They follow R to read aloud a half of the text. Some Ss laugh when they pronounce the words that are new for them.</p>
<p>Then, R asks Ss to label the parts of the text.”Okay, now please label the parts of the text. <i>Diberi nama bagiannya apa saja.</i>”</p>	<p>Ss ask, “Maksudnya, Bu?”</p> <p>Ss ask again, “Ditulis di sini, Bu?”</p>
<p>R reminds Ss about the generic structure of a recount text. R says, “Okay, let me remind you. What you have to do is to label the parts of the text. <i>Diberi nama bagiannya apa saja.</i> Okay everybody, what do you have to do? <i>Tugas kalian apa?</i> What do you have to do? <i>Tugasnya apa tadi?</i>”</p> <p>R asks, “Fera, what do you have to do?”</p> <p>Then R explains again, “Okay, you must label the parts of the text. <i>Silahkan diberi nama. Ingat tidak tadi</i> recount <i>bagiannya? Apa? Ada?</i>”</p> <p>R continue, “And then?”</p> <p>R gives another explanation, saying, “<i>Di</i></p>	<p>They say, “<i>Mengisi bagian.</i>”</p> <p>Ss ask for re-explanation. They seem to get confused.</p> <p>Ss answer, “Orientation, sequence of events.”</p> <p>They say, “Reorientation.”</p> <p>Ss said, “<i>Hah?</i>”</p> <p>Ss look surprised for the length of the time given.</p>

<p><i>bagian</i> sequence of events, you have to, <i>kalian harus menyebutkan kegiatannya yang lebih spesifik.</i></p> <p>R explains how to do the more specific parts.</p> <p>R say, “<i>Nah, misalnya yang satu ini ada football.</i>”</p> <p>R gives time for Ss to do the exercise, “<i>Tiga menit selesai.</i>”</p>	
<p>Next, R asks Ss to read the vocabulary section in the end of the text if they do not know the Indonesian meaning of the words in the text.</p> <p>R asks them to label the rest of the text on page two since many Ss only label the parts of the text on page one and some of them do not correctly label the parts of the text.</p> <p>R guides them to check the answers.</p>	<p>Ss read the text again. Some Ss seem to do the task quickly, but they still have the half of the text to do.</p> <p>Many Ss only label the parts of the text on page one and some of them do not correctly label the parts of the text.</p> <p>Ss say, “<i>Yang belakang juga, Miss?</i>”</p> <p>Then, they check the answers together.</p>
<p>After that, R asks Ss to do an exercise to rearrange a jumbled sequence of recount text and offers the chance for those who wanted to volunteer to give answers.</p> <p>R says, “Please write your answers on the board. Who wants to be a volunteer?”</p> <p>R says, “<i>Iya, dapat poin ya.</i>”</p>	<p>They ask, “<i>Dapat nilai Bu?</i>” S says, “<i>Kasih roti, Bu.</i>” Then, three Ss give their answers. All of the answers are correct.</p>
<p>After that, R directs Ss to do the next exercise that is rearranging a jumbled sequence of comic strips.</p> <p>R sticks the comic strips on the board and asks Ss to rearrange the comic strips logically based on the events.</p> <p>R asks, “Which one is the first picture?”</p> <p>R tells them to give the others chance to do it, saying, “<i>Gantian, ya.</i>”</p> <p>R says, “No, it’s glue tack.”</p> <p>R asks Ss to check the answers again, by logically rearrange the comic strips.</p>	<p>Some Ss volunteer to arrange the comic strips. Some ask for the turn again.</p> <p>Ss say, “<i>Miss, lagi ya, Miss.</i>”</p> <p>Ss discuss the answers. Some Ss laugh when R takes the glue used to stick the comic strips, saying, “<i>Haha, permen karet.</i>” Then, they check the answers together.</p>
<p>Then, R asks Ss to do the exercise to write a recount text.</p> <p>R shows some pictures showing the activities at school.</p>	<p>Ss start to grumble about writing a recount text again, saying, “<i>Nulis lagi, Miss?</i>”</p>

<p>Next, R directs Ss to write their experience by giving a brief explanation about past tense, connectors, and adverbs.</p> <p>R asks Ss to submit their writings on that day.</p> <p>R monitors Ss in doing their works and directs them alternately.</p> <p>R asks other Ss to answer their friends' questions first. If they cannot give correct answers, then R tells the answers to Ss.</p>	<p>Ss ask about the parts they have not understood. Some of them ask the Indonesian or English words that they want to use to R.</p> <p>Some Ss ask, "Miss, ini bahasa Inggrisnya, apa?"</p>
<p>R shortly re-explains the parts of a recount text and how to use connectors. The bell rings. The time is up.</p> <p>R ask, "Ingat, recount bagiannya apa saja?"</p>	<p>Ss reply, "Orientation, when, where, who, events, reorientation."</p>
<p>R asks Ss to use and look for the meaning of the words in the dictionary that they bring. R guides those Ss.</p>	<p>Most Ss submit their works, but some Ss are still working. Some Ss ask for help.</p>
<p>Next, R collects Ss' works. R goes around the class to make sure that everybody submits the writing, saying, "Okay, please submit your work. <i>Ayo yang sudah</i> dikumpulkan. <i>Kamu sudah selesai</i> belum? There is no review.</p>	<p>Ss say, "Miss, ini masih nyalin Miss, tadi pakai pensil."</p>
<p>Finally, R ends the lesson, saying, "Thank you for your attention. Wassalammu'alaikum wr.wb."</p>	<p>Ss reply, "Wa'alaikumsalam wr.wb."</p>

FN 09**Day, Date: Friday, 2nd November 2012****Activity: 3rd Meeting (2nd Cycle)****R: Researcher****Ss: Students**

Teacher	Students
<p>R and the English teacher enter the class at 09.45 in the third session.</p> <p>They have to wait Ss to change their clothes after P.E. class. R opens the lesson by greeting Ss, saying, "Good morning everybody."</p>	<p>Ss reply, "Good morning, Miss."</p> <p>Some Ss say, "Sebentar ya, Miss. Ini masih." (Showing their drinks)</p>

R reminds them to submit their homework. R asks two Ss to distribute the worksheets to other Ss.	Some Ss say, “Wah ketinggalan e Miss, Miss, besok ya, Miss.”
Then, R asks Ss to pay attention to the pictures on the worksheet.	In brief, Ss describe the pictures. Ss open page three on the worksheet to read aloud a recount text together.
<p>R asked, “Okay, <i>kira-kira, judulnya yang tepat apa?</i> The title for the text.”</p> <p>R continues, “Now please mention the activities. Okay, there is a car. <i>Yang berhubungan dengan mobil apa?</i> What is ‘<i>di luar mobil</i>’ in English?”</p> <p>R asks again, “<i>Yang berhubungan dengan mobil apa itu?</i>”</p> <p>R asks, “This one?”</p> <p>R replies, “What is <i>berpelukan</i> in English?”</p> <p>R says, “No.”</p> <p>R continues, “What is the English for <i>memasuki rumah?</i>”</p> <p>R corrects Ss’ pronunciation. R says, “<i>Silahkan yang bisa ditulis.</i>”</p>	<p>Next, Ss mention the activities happening in the text. Ss ask, “<i>Apa itu Miss? Suruh ngapain? Mbak year picnic mbak, year picnic Mbak.</i>” Ss are noisy.</p> <p>Ss respond, “Visit grandma, visit a grandma.”</p> <p>Ss answer, “On the yard, <i>latar</i>, we visited grandma in the....”</p> <p>Ss answer, “My father blew horn from grandma’s yard, horn.”</p> <p>S says, “Pelukan, Bu.”</p> <p>S says, “Kissing.”</p> <p>Ss laugh, “Hahaha.”</p> <p>Other Ss say, “Hug, hug, h-u-g.”</p> <p>Ss say, “Enter a home, enter to home, enter a house, house <i>po</i> home?”</p>
Then, R prepares a set of comic strips and sticks those comic strips on the board. R says, “It’s tack it, <i>ini bukan permen karet, ya.</i> ”	Ss say, “Miss, saya minta permen karetnya.”
<p>R asks Ss to write the events on the black board and match the comic strips, saying, “Now please list the events. <i>Silahkan ditulis aktivitasnya apa saja.</i> Comic stripsnya <i>dipasangkan, ya.</i>”</p> <p>R answers, “<i>Iya, boleh.</i>”</p>	<p>Some Ss volunteer to write the events on the board and match each event with the suitable comic strip, based on the text being read.</p> <p>Ss ask, “Miss yang ini, Miss?”</p> <p>Other Ss say, “Yang mana Miss. Yang ini boleh?”</p>
The bell rings. It is the break time. R can only use the last 15 minutes of the initial session.	Ss take a break.
The bell rings again. The lesson enters the fourth session. R have already been in the class.	Ss enter the classroom. Some of them are doing their homework on another subject.
<p>R says, “No other subject in the class.”</p> <p>R directs them to stop doing the</p>	Some Ss still seem to do their homework on another subject. They

homework and concentrate on the lesson, like, “No other homework, please”. R warns Ss again, “Saras, what are you doing? Okay, let’s start. Dwi Kurniawan, no other subject.”	hide their worksheet while they are writing. Ss say, “ <i>Iya, Miss.</i> ”
Next, R continues the lesson by asking Ss to complete the previous exercise. It is rearranging the comic strips. R asks, “Which picture is ‘got a box’?” After that, R guides Ss to do the verb forms exercise together. R writes the infinitive forms of the verbs and commands them to mention the past forms of the verbs.	Ss answer, “Yang ini, Miss.” Because Ss do the task on their worksheet, some of them say, “ <i>Mbok dikerjain di depan aja to, Miss.</i> ” Ss mention the past forms of the verbs.
Then, R asks Ss to arrange a jumbled sequence of recount text. R and Ss checked the answer together and decided the best arrangement of the text.	Then, Ss are asked to rearrange a jumbled sequence of a recount text. Some Ss volunteer to write their answers on the board.
Next, R distributes the previous writing worksheets that had been given feedback on them and asked Ss to revise their works. While Ss are revising Ss’ works, R monitors the class and guides Ss who have questions about the feedback and how to revise them.	Ss ask, “ <i>Ditulis lagi, Miss? Mbak, lha ini kok ‘don’t copy’ Mbak.</i> ” Ss ask, “ <i>Mbak, ini artinya apa?</i> ” and then other Ss say, “ <i>Miss, Miss, Mbak, masa tanda smile nggak boleh?</i> ”
Then, R shortly explains about past tense and how to form positive and negative sentences. R asks, “ <i>Sudah mengerti semua?</i> ”	Ss pay attention, repeating R’s emphasis on the explanation. Ss reply, “ <i>Ya, Miss.</i> ”
When Ss asks questions about vocabulary, R asks other Ss to answer their friends’ questions first, if they cannot give correct answers, then R tells them the answers for the questions, like, “Ini ada yang tahu bahasa Inggrisnya mengadakan, what is the English for ‘mengadakan’?”	Ss answer, “Held, held, Miss.”
The bell rings while Ss are still revising their works. R asks, “Have you finished? <i>Siapa yang sudah selesai? Ayo dikumpulkan.</i> ”	Ss reply, “Belum, Miss.” Some Ss say, “Miss, <i>ini ya, Miss.</i> ”
R asks Ss to submit their works for those who have finished doing it and continue	Ss say, “Besok ya, Miss.” Ss reply, “ <i>Iya, Miss.</i> ”

revising Ss' works for those who have not finished writing, to be submitted on the next meeting. R says, " <i>Minggu depan jangan lupa, ya?</i> "	
No review. R ends the lesson, saying, "Thank you everybody. Wassalammu'alaikum wr.wb."	Ss answer, "Wa'alaikumsalam wr.wb."
That day, Ss are settled in following the lesson and pay more attention to what they learn. There are also fewer Ss who asks English words to R.	

FN 10**Day, Date: Tuesday, November 13th 2012****Activity: Post-test****R: Researcher****Ss: Students**

R enters the class at 10.05 a.m. R greets Ss, saying, "Good morning everybody." Ss respond to R's greeting, saying "Good morning, Miss." R checks Ss' attendance. R prepares the equipment to present the slides about the brief explanation of a recount text. R starts to review the generic structure and language features of a recount text. After that, R distributes the worksheets for the post-test. R directs Ss to use the steps of writing that Ss have learned. Ss start working. R monitors Ss in doing the test. During the test, some Ss ask R about the words they have not found the meanings in their dictionaries. R permits Ss to borrow their friends' dictionaries with more complete contents. Some Ss are rather noisy, R directs them to keep silent and continue their writings. The bell rings. R asks Ss to submit their writings, some Ss are still working. Having waited for some minutes, R gets Ss to submit their writings. R thanks Ss for their cooperation. R closes the class.

APPENDIX F

INTERVIEW

GUIDELINES

INTERVIEW GUIDELINES

1. Pre-Research Interview

Interview with the English teacher.

1. How is the English teaching and learning process in grade eight in general?
2. How about students' English proficiency?
3. What are their most frequent activities during the teaching and learning process?
4. What do the students mostly complain about learning to write?
5. How about the teaching of writing in grade eight?
6. What are the obstacles in teaching writing to students?
7. How do you overcome the obstacles in teaching writing to students?
8. What kinds of activities do the students like most in writing sessions?
9. How good are the students' writings?

Interview with the students

1. Apa saja kesulitan Adik dalam pelajaran *writing*?
2. Bagaimana Adik mengatasi kesulitan Adik selama ini?
3. Seharusnya, menurut Adik pelajaran *writing* itu harus bagaimana?
4. Menurut Adik, bagaimana cara guru mengajar *writing* selama ini?
5. Apa yang guru lakukan pada pembelajaran *writing*?

2. Process Interview

Interview with the English teacher.

1. Apakah proses pembelajaran *writing* hari ini berjalan dengan baik?
2. Apa sajakah kekurangan dan kelebihan pada implementasi pengajaran *writing* dengan menggunakan metode ini?
3. Apa saja menurut Ibu yang perlu diperbaiki dari proses pembelajaran dan materi yang disampaikan?

4. Menurut Ibu, adakah kemajuan yang dialami siswa? Apakah itu?
5. Bagaimana Ibu menilai interaksi siswa dengan media pembelajaran dan partisipasi siswa dalam proses belajar pada proses belajar mengajar hari ini?

Interview with the students.

1. Apakah *comic strips*nya menarik?
2. Bagaimana rasanya belajar *vocabulary* dengan menggunakan *comic strips*?
3. Apakah bahasanya mudah dimengerti?
4. Apa saja yang sudah Adik pelajari dari *comic strips* tersebut?
5. Apa saja kesulitan yang dihadapi saat belajar menulis dengan menggunakan *comic strips*?
6. Tadi sudah selesai belum mengerjakan tugasnya?
7. Tugas-tugasnya gampang atau susah?
8. Menurut Adik apakah ada latihan yang harus diubah?
9. Apakah tadi gurunya menerangkan dengan jelas?
10. Kegiatan apa saja yang menurut Adik menarik di pelajaran *writing* menggunakan *comic strips*?
11. Bagaimana suasana kelas pada pelajaran *writing* dengan menggunakan *comic strips*?
12. Bagaimana guru memberikan masukan untuk tulisan Adik?

3. After the Implementation Interview

Interview with the English teacher.

1. Bagaimana Ibu menilai perkembangan siswa dalam menulis?
2. Bagaimana dengan perkembangan *writing subskills* pada siswa?
3. Adakah *subskills* yang masih perlu ditingkatkan? Apa saja?
4. Bagaimana atmosfir kelas pada saat proses belajar-mengajar dengan metode ini?
5. Bagaimana Ibu menilai minat siswa terhadap *comic strips*?

6. Bagaimana pendapat Ibu tentang cara siswa mempelajari teks melalui *comic strips*?
7. Bagaimana Ibu menilai penerapan metode ini pada proses pembelajaran *writing*?
8. Bagaimana Ibu melihat peran siswa dan guru pada pembelajaran *writing* dengan menggunakan metode ini?

Interview with the students.

1. Bagaimana cara Adik menulis tentang pengalaman?
2. Apa saja yang Adik ketahui tentang belajar menulis *recount*?
3. Apa yang Adik pelajari dari *comic strips*?
4. Apa peran *comic strips* saat Adik belajar menulis?
5. Bagaimana Adik menilai kemampuan Adik setelah belajar menulis dengan menggunakan *comic strips*?
6. Menurut Adik, apakah kekurangan dan kelebihan dari belajar menulis dengan menggunakan *comic strips*?

APPENDIX G

INTERVIEW

TRANSCRIPTS

Interview No. : 1
Day/Date : Thursday, 11th October 2012
Respondent : T (The English Teacher)
Place : Teachers' Office
Time : 09.57 a.m.
R : The Researcher

- R: "Selamat pagi, Ibu. E, ini Bu mau tanya tentang kegiatan pembelajaran dikelas 8D ya, Ibu?"
- T: "Iya 8D."
- R: "Kalau untuk pembelajaran bahasa Inggrisnya pada umumnya di kelas 8 tu bagaimana Bu? Dah berapa jam, gurunya berapa, gitu."
- T: "Pada umumnya?"
- R: "Iya."
- T: "Kita di sini ada e, 6 pengajar dan apa namanya kalau apa namanya yang tetap mereka kan mendapatkan empat kelas, empat kelas. Terus saya dan ada satu lagi Bu Ari ini masih tidak tetap, kita mendapatkan dua kelas. Dan kemudian satu kelasnya itu satu minggunya mereka mendapatkan 6, 6 jam, 6 jam, ya jadi kalau seminggu tiga kali pertemuan itu satu harinya tatap mukanya dua jam."
- R: "Lalu tentang proses belajar bahasa Inggrisnya, siswa yang ada di kelas yang Ibu ajar?"
- T: "Ya kalau apa namanya, penerimaan ketika apa namanya menerima penjelasan dalam bahasa Inggrisnya itu masih kurang, masih kurang cepat ya istilahnya kalau kita menyatakan dalam seratus persen anak-anak pastikan ketinggalan. Anak-anak belum bisa semampu itu. Kita masih 50:50 sampai sekarang. Jadi meskipun dalam bahasa Inggris nanti masih diselipkan bahasa Indonesia seperti itu."
- R: "Jadi yang untuk tingkat kemampuan bahasa Inggris masih terbilang rendah atau sudah lumayan?"
- T: "Ya mungkin ya masih apalah."
- R: "Kalau aktivitas yang sering mereka lakukan dalam pembelajaran itu apa Bu?"
- T: "Aktivitas?"
- R: "Aktivitas yang ibu berikan itu, ya."
- T: "Selama ini mungkin karena kendalanya apa karena motivasi atau konsentrasi ya jadi istilahnya ibaratnya kalau yang paling e... paling mereka patuhi ya ketika menulis gitu, jadi ada tugas itu ibaratnya e pada saat tanya jawab baik secara oral secara lisan pun nah kendalanya kadang-kadang mereka tu perhatiannya kurang."
- R: "Kalau membaca juga kurang ya Bu? Atau berbarengan dengan writing?"
- T: "Ya dalam hal membaca pun ya itu apa namanya, hanya beberapa aja yang

mungkin istilahnya ibaratnya sudah bisa tapi yang lain masih kurang, seperti itu.”

R: “Kalau yang paling banyak dikeluhkan siswa kalau pas pembelajaran menulis itu apa Bu?”

T: “Ya pada saat mengerjakan latihan itu masih kurang apa namanya ya mbak ya memang materi sudah dijelaskan istilahnya baik secara rinci, dah caranya seperti ini, jalannya seperti ini. Tapi pada saat prakteknya nanti ya biasanya mereka masih banyak nanya. Ya istilahnya mengulangi ‘Ini caranya bagaimana.’ Jadi, istilahnya, ibaratnya meskipun kita sudah menyiapkan, ya itu memang ada yang memang pada saatnya itu mereka serius mendengarkan dan mengangguk tahu, tapi pada saatnya mengerjakan nanti menanyakan, ada yang modelnya seperti itu. Dan ada yang modelnya memang nggak konsen. Mereka bercerita sendiri atau apa, pada saat mengerjakan sama sekali blank dan akhirnya kadang-kadang mereka hanya istilahe njagakke itu lho temannya yang udah jadi untuk disalin. Saya sering menemui seperti itu.”

R: “Kalau untuk pas pelajaran menulisnya sendiri itu seperti apa? Kalau tadi kan secara umum, kalau menulis seperti apa?”

T: “Maksudnya gimana ya mbak?”

R: “Maksudnya kalau writing di kelas delapan kan apa saja yang Ibu ajarkan? Aktivitasnya seperti apa?”

T: “O, ya kalau saya istilahnya yang pertama aktivitasnya itu ya paling apa itu, ya kalau saya istilahnya e, apa namanya, yang pertama tanya jawab dulu, apa yang kamu tahu tentang apa. Terus nanti kalau tahu ya tentang maksud saya tadi apa namanya, dipancing dengan gambar atau cerita pengalaman setelah itu baru kita masuk ke materinya apa namanya kematerinya ya tetap saya tuliskan. Jadi, prosesnya seperti ini di papan tulis ya selama ini memang karena saya mampunya baru seperti itu.”

R: “Ya, rintangan itu selain motivasi, ada yang lain?”

T: “Konsentrasi (konsentrasi) iya, seperti itu.”

R: “Kalau yang paling sering dikerjakan pada saat pelajaran writing apa? Waktu menulis itu diberi gambar atau apa.”

T: “Paling sering ya hanya soal-soal biasa.”

R: “Mengerjakan apa?”

T: “Jadi dari soal biasa istilahnya soal yang memang di saat seperti itu maksudnya yang saya terangkan itu langsung itu, atau kadang saya bandingkan dengan materi yang sebelumnya atau yang lain.”

R: “Jadi ada soal seperti paragraf rumpang.”

T: “Jadi ho’o. Sebenarnya o, dengan membandingkan ini mereka tau o, bedanya ini o ya. Sehingga kalau teorinya seperti ini dengan prakteknya seperti ini.”

R: “Kalau hasil tulisan siswa itu gimana Bu?”

T: “Hasil tulisan siswa ya? Bisa kita lihat dari apa namanya ini ya buku-buku

aktivitas atau tugas mereka ini ya. Tuntutanya ini kan memang ketika mereka e, ini saya berikan descriptive khusus untuk apa namanya, present continuous ya jadi karena saya pikir karena situasinya tu mereka sudah simple present tense kan saya ingin di kelas dua ini descriptive-nya sampai simple present continuous tense iya. Nah seperti itu. Jaid pertama saya beri saya minta mereka mencari gambar dulu, gambar tentang descriptive texts. Nanti banyak orang yang melakukan kegiatan yang berbeda jadi mereka ini yang terjadi di depan mata gitu lho. Itu kan yang sedang terjadi, nah. Kemudian saya masukkan lagi untuk mengingat bahwa apa namanya ketika mereka mengarang kan hem ada keterangannya tentang descriptive texts itu ada apa namanya identification, (characteristics) iya. Akhirnya bisa terbentuk seperti ini, iya.”

- R: “Lalu kalau yang cara ibu mengatasi masalah tidak disiplin, tidak memperhatikan, itu apa Bu biasanya?”
- T: “Ya kadang kalau mereka tidak konsen di belakang iya harus dipindah di depan (iya) supaya lebih melihat ke saya gitu. Harapannya seperti itu.”
- R: “E, kira-kira itu dulu ya Bu?”
- T: “O, sudah?”
- R: “Makasih Bu, ya.”
- T: “Maaf ya mungkin nanti ada sesuatu yang gimana-gimana.”
- R: “Iya Bu.”
- “Berarti soal-soalnya tu kaya apa Bu? Paragraf rumpang.”
- T: “Ya pokoknya ya, soal biasa. Misalnya soal satu sampai sepuluh hanya merubah kata kerjanya.”
- R: “Kalau misalnya kalimat acak itu gimana, Bu?”
- T: “Kalimat acak. O, itu”
- R: “Kalimat acak, paragraf acak.”
- T: “Ya itu juga bisa supaya menarik kan tinggal dipotong-potong aja. Dipotong-potong. Kalimat panjang nanti menyusun.”
- R: “Tapi mereka sudah diberi kalimat acak, paragraf acak gitu ya, Bu?”
- T: “ Ya, udah seperti itu. Hanya kalau saya mengerjakan seperti itu saya butuh waktu longgar. Saya masih kesulitan. Saya seperti hanya gambar untuk menarik buat bagaimana caranya, begini caranya biar menarik, ada gitu. Tapi kalau sekarang untuk menyiapkan seperti itu, repot sekali.”

Interview No. : 2
Day/Date : Friday, 12th October 2012
Respondents : 8 D Students (S1, 8, & 9)
Place : School Garden
Time : 09.29 a.m.
R : The Researcher

R: "Oke selamat siang Adik-adik."
 Ss all: "Siang."
 R: "Mbak mau tanya sebentar ya, oke. Namamu siapa?"
 S9: "Fella."
 R: "Kamu suka bahasa Inggris nggak Fel? dikit, ya."
 S1: "Ora mbak kuwi ki cah ndeso mbak."
 R: (To another student) Kamu suka bahasa Inggris nggak?"
 S8: "Yo, iya."
 R: "Namamu siapa?"
 S8: "Esa."
 R: "Esa, kamu suka bahasa Inggris nggak, Sa?"
 S2: "Suka."
 R: "Namanya siapa, namanya siapa?"
 S1: "Rio."
 R: "O, Rio. Kamu suka bahasa Inggris nggak, Yo?"
 S3: "Yes."
 R: "O.K. You like it. Oke mbak mau tanya, ya. Kalau pas pelajaran bahasa Inggris tu kesulitannya apa? Fella, yuk."
 S8: "Kesulitane ki, kalau pas diterangkan nggak nggatekke, pas dikasih soal nggak bisa."
 R: "Wah, bener ya, itu. Lha terus paling suka pelajaran bahasa Inggris pas pelajaran apa? Menulis, bicara, speaking?"
 S1, 8, 9: "Bicara. Speaking."
 R: "Speaking. Iya kalau writing suka nggak?"
 S1,8: "Writing, nggak terlalu."
 R: "O, nggak terlalu, oke. Terus susahnya belajar writing apa? Susahnya belajar writing."
 S9: "Kalau, kalau apa namanya kalau salahkan ya nek yo, nek yo."
 R: "Apa, nilainya berkurang gitu?"
 S9: "Ho'o."
 S8: "Pengucapannya, iya. Biasanya kalau untuk nulis bahasa Inggris tu kan nganu to biasanya beda sama yang ngucapkan sama yang, ya itu."
 S9: "Ho'o."
 R: "Susahnya di verb aja gitu, ya?"
 S9: "Iya."

- R: "Ejaan, apa gitu?"
- S1: "Ejaannya sama aktif pasif."
- R: "Terus caranya mengatasi kesulitan belajar bahasa Inggris terutama menulis tu gimana?"
- S8: "Nyontek."
- R: "Kalau kamu, kalau kamu?"
- S9: "Yah, itu."
- R: "Mencontek, atau kamu yang mencontek?"
- S1: "Saya mencontek."
- R: "Ya, payah-payah."
- S6: "Saya membuka kamus Miss."
- R: "O, buka kamus. Pinter. Oke. Terus menurut kalian biar kalau belajar writing menulis asik tu kita harus gimana gurunya?"
- S8: "Hemm, harus, harus perhatian biar so sweet gitu loh."
- Ss: "Hahaha."
- S9: "Itu ma mau kamu."
- S1: "Salah tulis."
- R: "Loh kok salah tulis? Kamu, kamu gimana biar, biar kalian nulisnya asik gimana?"
- S9: "Gimana ya?"
- R: "Pakai apa gitu. Pakai komputer atau apa."
- S8: "Pakai gambar (ho'o) asik itu kalau gambar. Haiyo."
- R: "Terus menurut kalian misalnya cara gurunya itu mengajarkan kalian menulis tu udah bener belum? Menurut kalian sudah asik belum?"
- S8: "Sudah."
- R: "Sudah. Nah biasanya Bu Ana ngasih apa?"
- S8: "Yo ngasih, biasanya ngasihnya menulis terus sama berbicara to. Hehe."
- R: "O gitu, terus biasanya kalau Miss Ana ngajar writing tu, gimana? Ada kegiatan yang lain nggak selain yang dikasih gambar itu biasanya? Nggak ngasih gambar? Terus biasanya, ngasih apa Bu Ana?"
- S1: "Saya ngharapnya sih ngasih uang, tapi nggak pernah ngasih uang. Hehe."
- R: "Biasanya gimana?"
- S9: "Ya, yo."
- S8: "Yo, yo biasanya cuma nulis, kasih materi yang disoal udah diterangkan diterangin."
- R: "Esa, kalau di kelas pada bawa kamus nggak?"
- S8: "Ya ada yang bawa ada yang nggak. Saya kebetulan lagi bawa dua."
- R: "O, lagi bawa dua. Berarti pada nggak bawa semua, ya, pas pelajaran?"
- S1: "Lebih banyak yang nggak bawa dari pada yang bawa."

Interview No. : 3
Day/Date : Tuesday, 16th October 2012
Respondent : T (The English Teacher)
Place : Teachers' Office
Time : 12. 00 a.m.
R : The Researcher

- R: "Jadi bagaimana Bu secara umum, bagaimana kelasnya masih perlu apa lagi, begitu?"
- T: "Apa ya, mungkin ya, review."
- R: "Ya review tadi nggak sempat ya, Bu? E, mungkin ada yang kelebihan menerangkan atau bagaimana, Bu?"
- T: "Tidak, nggak. Hanya apa namanya mungkin apa namanya secara apa namanya secara keseluruhan sih udah, udah, cuman apa namanya, memang harus dipelankan. Dipelankan, dipelankan maksudnya kita lihat anak itu tetap kita pantau, setelah ini betul-betul, sudah ngerti apa belum. Sambil ditanya, 'bagaimana, sudah jelas?' "
- R: "Konfirmasi begitu, ya?"
- T: "Ya itu, iya. Terus jangan terlalu, apa namanya, e, jangan maksudnya kita jangan terlalu me, harus ke target e, mbak. Yang penting kita pelan aja, yang penting anak tahu, terus kita begitu lanjut."
- R: "Kalau gambarnya yang didepan tadi ukurannya udah pas belum Bu? Apa masih terlalu kecil?"
- T: "Kalau anak disuruh ke depan saya kira nggak masalah, ya. Tapi kalau anak harus melihat dari belakang itu, kurang."
- R: "O, kurang."
- T: "Dan apa namanya, kurang jelas. Kalau disuruh ke depan sih nggak papa."
- R: "Terus kalau pas, disaat siswa mengerjakan tugas itu, bagaimana, Bu menurut Ibu partisipasinya?"
- T: "E, ya bagus. Maksudnya terus mereka juga akhirnya mau mengerjakan itu. Ya, meskipun masih agak ini, ya. Mereka nggak langsung. Ada yang ngobrol dulu. Tapi pada akhirnya, saya lihat mereka akhirnya bisa mengerjakan."
- R: "Mungkin itu dulu ya, Bu? Terimakasih."
- T: "Sama-sama."

Interview No. : 4
Day/Date : Tuesday, 16th October 2012
Respondents : 8 D Students (S1, 8, 20, 24 & 27)
Place : School Garden
Time : 00.06 p.m.
R : The Researcher

R: "Siang Adik-adik."
 Ss: "O, siang, siang-siang."
 R: "Namanya siapa?"
 S20: "My name is Fia."
 R: "Oya. Kamu?"
 S27: "My name is Riska."
 R: "Oya, Riska." (Pointing another student)
 S24: "My name is Ragandi."
 R: "Oke, Dik. Tadi menurut kalian comic strips-nya, gambar-gambarnya bagaimana?"
 Ss: "(Aduh) Bagus mbak, menarik, menarik, menarik."
 R: "Terus kalian belajar kata-kata dari comic strips-nya nggak?"
 Ss: "Ada, Mbak."
 S8: "Nganu ya kaya gitu, nganu opo nganu, hehe. Kae lho, Mbak."
 R: "Yang di gambar, yang di gambar. Apa aja? Itu yang di gambar yang kecil-kecil tadi apa?"
 Ss: "Fishing, shopping."
 R: "Terus tadi bahasanya susah apa gampang? Gampang?"
 Ss: "Lumayan."
 R: "Lumayan."
 S20, 27: "Tergantung."
 R: "Terus tadi susahnya apa pas ngerjain soal pakai gambar-gambar?"
 S8: "Ada mbak, satu yang nggak bisa. Nggak dibantuin Mbak jadi nggak bisa (Aduh)."
 R: "Kamu susahnya apa? Ngerjain soal yang gambar?"
 S1: "Susahnya satu Mbak. Kurang waktu."
 R: "Kurang waktu?"
 R: "Terus siapa tadi yang udah selesai ngerjainnya?"
 Ss: "Saya."
 R: "Dah selesai semua, dah?"
 Ss: "Ya."
 R: "Oke, tadi tugasnya susah apa gampang?"
 S20, 27: "Tadi, gampang."
 S1: "Waktunya yang susah Mbak. Masa waktune ming 10 menit rakyo."
 S8: "Kalau saya apa saja gampang."
 R: "Beneran loh nih, nanya."

- S1: "Haiyo, waktune ki kurang."
 R: "Waktunya kurang ya?"
 S1: "Le nggo njelaske we suwe banget, le nggo nggarap 10 menit yo ra rampung. Lakyo piye. Haha."
 R: "Oke, menurut kalian tadi ada tugas yang harus dirubah nggak? Contohnya apa?"
 Ss: "Ada."
 R: "Apa?"
 S8: "Sing bikin paragraf modok angel Mbak. Mbak-mbak, kertasnya soal tadi ketlingsut to Mbak. Jadi apa boleh minta lagi?"
 R: "Oke. Makasih, ya."
 S8: "Tapi nggak tau sekarang dimana."
 R: "Oke. Tadi paling suk tugas yang apa?"
 Ss: "Bergambar, bergambar."
 R: "Yang ngurutin?"
 S20, 27: "Picture, picture."
 R: "Terus tadi kelasnya gimana? rame ato gimana?"
 S1: "Kelas D."
 R: "Terus tadi kelasnya rame apa gimana?"
 S1: "O, rame. Bekti, Saras tokke wae, Bekti."
 R: "Oke. Terus tadi aku neranginnya jelas nggak Dik?"
 S20, 27: "Cepet."
 Ss: "Kecepaten, kecepatan, kecepatan banget."
 R: "Ho'o po? O, ya udah, makasih ya."
 Ss: "Nggih, Mbak."

Interview No. : 5
Day/Date : Wednesday, 17th October 2012
Respondents : 8 D Students (S18&33)
Place : School Garden
Time : 09.50 a.m.
R : The Researcher

- R: "Pagi Dik, namanya siapa?"
 S18: "Indri."
 R: "Indri?"
 S18: "Iya."
 R: "Kamu namanya siapa, Dik?"
 S33: "Tutik."
 R: "Tutik?"
 S33: "Iya."
 R: "Tadi pelajarannya susah nggak?"

- S18: "Nggak, nggak susah."
- R: "Nggak, nggak susah? Kamu, Tik?"
- S33: "Nggak susah. Nggak terlalu"
- R: "Nggak susah, nggak terlalu. Terus kalian suka bahasa Inggris nggak?"
- S18: "Suka."
- R: "Suka. Kalau kamu?"
- S33: "E, gimana ya? Kadang suka, kadang nggak."
- R: "Kenapa?"
- S33: "Ya, kadang tu susah dimengerti, gitu."
- R: "O, kadang susah dimengerti, gitu. Terus tadi pas baca teks ada kesulitan apa nggak? Gimana kesulitannya?"
- S18: "Em, dikit aja sih, cuma apa, kata-katanya yang nggak biasa dijumpai tu susah, susah dibaca."
- R: "O, susah dibaca? O, ho'o. Terus tadi comic strips-nya menarik nggak?"
- S18, 33: "Ya, menarik."
- R: "O, menarik. Terus kalian suka nggak kalau pas nyocok-nyocokin gambar gitu?"
- S18, 33: "Suka, suka, suka."
- R: "O, Terus apalagi ya? Em, tadi bagian pas paling sukanya pas soal yang mana?"
- S33: "Kedua."
- R: "Kedua? Yang ngurutin gambar? O, ngurutin gambar."
- S18, 33: "Iya. Yang paling gampang sih soalnya."
- R: "Kalau pas belajar kata-kata dari comic strips-nya terbantu nggak?"
- S18, 33: "Ya, dibantu."
- R: "Ada gambarnya gitu ya?"
- S18, 33: "Iya, ho'o."
- R: "Misalnya itu apa? Yang ada mengaduk itu ada gambarnya gitu?"
- S18, 33: "Iya."
- R: "Yo wis. Ada lagi yang kalian inget, tadi apa? Di gambar, kaya apa misalnya?"
- S18: "Yang beli es krim."
- R: "Es krim? O, itu. Selain itu yang di gambar yang kedua? Di gambar kedua apa?"
- S33: "E, apa ya?"
- R: "Buat teh, buat teh. Tahu caranya ya?"
- S18, 33: "Tahu."
- R: "O, ya udah. Makasih, ya."
- S18, 33: "Ya."

Interview No. : 6
Day/Date : Wednesday, 17th October 2012
Respondent : 8 D Students (S14)
Place : School Garden
Time : 09.52 a.m.
R : The Researcher

R: "Namanya siapa? He'e."
 S14: "Hafidz."
 R: "Hafidz tadi pelajarannya susah nggak?"
 S14: "Nggak."
 R: "Hafidz berarti kamu suka pelajaran bahasa Inggris tapi, Hafidsz? Suka nggak?"
 S14: "Nggak terlalu."
 R: "Nggak terlalu, kenapa? Susah?"
 S14: "Nggak, mudah."
 R: "Nggak, o tadi yang suka di pelajarannya pas apa? Yang bagian mana, ngisi titik-titik apa yang pas nyocokin gambar?"
 S14: "Pas nyocokin gambar."
 R: "Ya, ho'o. Gambarnya tadi bagus nggak?"
 S14: "Suka."
 R: "O, ya makasih ya."

Interview No. : 7
Day/Date : Wednesday, 17th October 2012
Respondent : T (The English Teacher)
Place : Teachers' Office
Time : 09.58 a.m.
R : The Researcher

R: "Pagi, Bu."
 T: "Iya, pagi mbak."
 R: "Oya Bu, tadi kan e, menurut ibu interaksi siswanya bagaimana ya, bu tadi?"
 T: "Saya kira sudah, anak-anak suah mulai menyesuaikan dengan mbak. Jadi itu ada penyesuaian sehingga dibandingkan dengan kemarin lebih baik yang dari hari ini, kok. He'e."
 R: "Lebih baik. Lalu untuk partisipasi siswanya?"
 T: "Ya sudah mulai, he'e, sudah mulai bagus juga. Iya."
 R: "Untuk tadi secara keseluruhan prosesnya bagaimana Bu? Atau sudah lengkap apa belumm, misalnya untuk bagian-bagian review yang seperti kemarin."

- T: "Saya kira sudah bisa, he'e, sudah bisa memenuhi semuanya. Iya."
- R: "O, sudah bisa memenuhi. Em, kalau Ibu menilai ketertarikan siswa pada comic strips itu jadi tertarik apa bagaimana begitu."
- T: "Sebenarnya sih saya kira mereka tertarik kok. Hanya memang awalnya itu kan memang kadang, apa ya, seperti anak-anak itu kan suka nyleneh kan. Maksudnya nggak langsung ke pelajaran atau gimana, clap, clop, clop, clop gitu kan. Tapi pada akhirnya mereka tetap akhirnya kan terus jadi ikut sama, apa namanya, aktivitasnya juga terlibat suka, hanya memang dorongan untuk mereka segera mengerjakan itu memang kalau untuk saya ya itu 'Ini nanti nilainya saya masukkan lho ya' nah, baru bingung gimana caranya supaya mereka apa namanya bekerja sungguh-sungguh gitu. Biasanya he'e gitu. Apalagi?"
- R: "Kalau untuk penyajian materinya itu tingkat kesulitannya sudah, terlalu mudah atau gimana?"
- T: "Penyajian materi itu tadi selama anak itu bisa apa, mengikuti, maksudnya bisa ada pendapat yang diungkapkan, mereka bisa mengerjakan, itu saya kira pas saya katakana itu, he'e. Kalau anak itu dari awal kelihatan bingung, 'Ini apa sih, gimana sih?' semakin istilahnya yo semakin banyak yang nggak bisa mengikuti lha berarti itu kan kita ya harus merevisi materinya. Saya kira sudah pas untuk anak-anak, iya."
- R: "Lalu kalau untuk itu Bu, e, kalau anak-anak kan mulai menyebutkan kosakata, kata kerja, Ibu nilainya bagaimana Bu? Sudah mungkin mereka kemarin ada yang kata kerjanya lebih tahu atau bagaimana."
- T: "He'e. Ya ada perkembangan saya kira, jadi ibaratnya, ya mungkin yang tadinya blank tidak tahu hri ini kan sudah mulai, he'e. Paling tidak mereka sudah menyebutkan, berpendapat, berarti sudah ada kemajuan, iya."
- R: "Makasih ya, Bu."
- T: "Iya sama-sama mbak."

Interview No. : 8
Day/Date : Friday, 19th October 2012
Respondent : 8 D Students (S29&30)
Place : Teachers' Office
Time : 09.37 a.m.
R : The Researcher

- R: "Halo, namanya siapa?"
- S29: "Nama saya sheila."
- R: "Namanya?"
- S30: "Nama saya Saras."
- R: "Tadi pelajarannya, pas baca itu yang susah atau gampang?"
- S30: "Gampang."

- S29: "Gampang-gampang susah."
 R: "Yang susah apanya?"
 S30: "Ya, gimana ya, caranya itu loh agak ini, iya."
 R: "Maksudnya membaca nyaringnya?"
 S30: "Iya."
 R: "Ada kata-kata yang nggak ngerti, nggak? Banyak?"
 S30: "Ya banyak, seperti apa ya?"
 S29: "Yang belum pernah kita terima."
 R: "O, gitu. Terus, tadi gambarnya bagus nggak Dik?"
 S29, 30: "Bagus."
 R: "O, terus pengennya kalau comic strips-nya itu dibaca gitu apa ditaruh di papan tulis kaya gitu?"
 S29: "Ya, dibaca dulu nggak papa."
 R: "Ya, ho'o. Terus tadi ada kata-kata baru yang dipelajari nggak?"
 S29, 30: "Ada."
 R: "Terus, itu kalian kosakatanya menurut kalian susah nggak?"
 S30: "Ya, ada."
 R: "Ya udah, nanti lagi ya."
 S29, 30: "Ya."
 R: "Makasih."
 S29, 30: "Ya, sama-sama."

Interview No. : 9
Day/Date : Friday, 19th October 2012
Respondent : 8 D Students (S16&25)
Place : Classroom Verandah
Time : 09.39 a.m.
R : The Researcher

- R: "Namanya siapa Dik?"
 S25: "Rahayu Rahmi Utami."
 R: "Terus?"
 S16: "Helvi Ayu Oktavia."
 R: "Oya, Dik. Tadi gambarnya bagus nggak? Menurut Adik bagaimana?"
 S25: "E, ya bagus."
 R: "Bagus. Terus tadi kalian baca komiknya susah nggak?"
 S25: "O, nggak."
 R: "Kata-katanya ada yang susah gitu?"

- S16, 25: “Ada yang gampang, ada yang susah gimana gitu.”
 R: “E, kalian belajar kata-kata baru nggak dari comic strips tadi?”
 S16, 25 “Iya.”
 R: “Iya, contohnya apa?”
 S25: “Opo to mau.”
 R: “Yang ada di museum tadi apa?”
 S16: “Opo, ada, sing seni. Lupa saya.”
 R: “Yah, lupa. Terus kalian kalau belajar comic strips itu menurut kalian bagaimana?”
 S16, 25: “Yo... opo, yo lebih mudah buat nganu, opo, belajar bahasa Inggris.”
 R: “Membayangkan, membayangkan gerakannya seperti apa ma kata-katanya?”
 S16, 25: “Iyo.”
 R: “Makasih, ya.”
 S16, 25: “Ya.”

Interview No. : 10
Day/Date : Friday, 19th October 2012
Respondent : T (The English Teacher)
Place : Teachers' Office
Time : 10.22 a.m.
R : The Researcher

- R: “Oya, Ibu. menurut Ibu tadi proses belajarnya bagaimana Bu?”
 T: “Masih sama seperti kemarin. Istilahnya ya, kebiasaan anak-anak pada awal itu kan seperti mau mengulur waktu. Iya, mau, apa namanya, ngomong yang tidak berkaitan dengan pelajaran, seperti itu. Tapi, pada akhirnya kan bisa diarahkan ke pelajaran.”
 R: “Kalau untuk jenis teks yang disajikan tadi bagaimana, Bu? Tadi kepanjangan atau mungkin terlalu pendek atau bagaimana.”
 T: “E, ya, kalau saya lihat dari jauh tu sepertinya sudah sesuai ya, seperti kemarin. Kalau misalnya nanti ada waktu lagi, ada waktu lagi, mungkin saya minta contohnya supaya saya bisa lihat langsung, ya, gitu. Saya kan hanya melihat sekilas dari murid-murid seperti apa, iya.”
 R: “Jadi, apa kalau untuk em, tadi menurut Ibu, partisipasinya dari yang kemarin-kemarin, meningkat apa justru menurun atau bagaimana?”
 T: “Nggak, masih aktif, ya.”
 R: “Yang, tapi untuk anak-anak yang balelo itu memang susah sekali, ya?”
 T: “Iya, harus istilahe, memang pinter-pinternya kita untuk, apa namanya, membatasi mereka. Jangan sampai semakin melenceng dari, apa namanya, perhatian ke kita, itu, seperti itu.”
 R: “Jadi misalnya cycle pertama diteruskan satu pertemuan lagi untuk

- menyelesaikan worksheet yang kedua, ya nggak papa, ya Bu?”
- T: “Nggak papa. Terus ini kan hari senin sampai kamis kita kan mid. Terus ketemu lagi hari Jum’at.”
- R: “Jum’atnya tanggal merah, Ibu.”
- T: “O, tanggal merah? Oya, ya. Tanggal 26, ya? Berarti minggu depannya lagi, ya.”
- R: “Makasih, ya Bu.”
- T: “Sama-sama.”

Interview No. : 11
Day/Date : Tuesday, 30th October 2012
Respondents : 8 D Student (S19&31)
Place : 8 D Classroom
Time : 11.30 a.m.
R : The Researcher

- R: “Dik, namamu siapa?”
- S19: “Yoga pratama pancen ganteng.”
- R: “Oh, Yoga, tadi kamu susah nggak baca Comic strips-nya?”
- S19: “Lumayan sulit. Eh, lumayan bisa.”
- S31: “Nggak susah Bu, tapi sulit.”
- S19: “Iya.”

Interview No. : 12
Day/Date : Tuesday, 30th October 2012
Respondents : 8 D Students (S7&10)
Place : 8 D Classroom
Time : 11.35 a.m.
R : The Researcher

- R: “Dik, Siang.”
- S7, 10: ”Siang.”
- R: “Mbak boleh nanya, ya. Namanya siapa?”
- S7: “Dwi Wahyu.”
- R: “Kamu?”
- S10: “Fera.”
- R: “Oya tadi kesulitannya apa? Di pas baca teks sama suruh ngerjain?”
- S7: “Hah, apa ya? Anu mbak. Kalau di bahasa Inggris tu aku cuma kesulitan artinya itu lho mbak.”
- R: “Terus kalau kamu?”
- S10: ”E, suka lupa-lupa artinya.”

- R: "Hem, artinya lupa. Terus tadi kalau pas baca itu, kesulitan nggak katakatanya? Misalnya artinya apa gitu."
- S10: "Lumayan."
- R: "Lumayan, terus tadi udah yang ada dibelakang, yang ada daftar kosakatanya tu nggak dibaca?"
- S10: "Cuma sekilas tadi sempet baca."
- R: "O. sekilas. Kalau itu, kalian kalau menulis tu kesulitannya apa? Misalnya bikin kalimat, kesulitannya apa?"
- S7: "Itu Mbak, salah apa namanya kalau nulis. Iya, kan kalau bahasa Inggris sama bahasa Indonesia kan beda, beda maksudnya kan kalau 'a' kan dibaca 'ae'. Jadinya tu gimana gitu lho, kaya salah gitu."
- R: "Kalau pas bikin kalimat? Misalnya nulis subject-predikat tu gimana, subject-verb itu gimana?"
- S7: "Suka lupa nambah-nambahnya itu Mbak."
- R: "Nambahnya. Nambah apa? Kata kerja? Kalau kamu Dik, kesulitannya apa?"
- S7: "Bingung, e, em, itu."
- R: "Apa, nggak bisanya dimana, misalnya nggak bisanya di pas apa?"
- S7: "Nyusun kalimatnya."
- R: "Misalnya nyusun kalimat apa? 'Saya pergi' tu gimana gitu?"
- S7: "Iya."
- R: "Selain itu?"
- S7: "Ya itu, nggak tahu bahasa Inggris itu lho, Mbak."
- R: "O, kata-katanya gitu ya? Kosakata? Terus menurut kalian, kalian suka apa kalau pas writing? Sukanya ngerjain apa? Yang paragraph rumpang apa langsung bikin cerita? Apa? Latihan kalimat yang pendek-pendek dulu apa gimana gitu."
- S10: "Yang pendek-pendek dulu."
- R: "Kalau tugas yang ngisi titik-titik itu susah nggak?"
- S7: "Lumayan Mbak."
- R: "Lumayan. Tadi bawa kamus nggak?"
- S7: "Bawa."
- R: "Kamu?"
- S10: Shaking head.
- R: "Makasih ya. Besok satu meja harus ada satu kamus ya. Makasih ya."
- S7, 10: (Nodding their heads.)

Interview No. : 13
Day/Date : Tuesday, 30th October 2012
Respondents : 8 D Students (S2&12)
Place : School Lobby
Time : 11.40 a.m.
R : The Researcher

R: "Mbak mau tanya. Iya, tadi pelajarannya yang susah pas apa? Pas ngisi titik-titik apa pas di gambar?"
 S12: "Pas, ra ono sing angel."
 R: "Tapi, kamu tadi dong nggak?"
 S12: "Dong, tadi aku diajari ki."
 R: "Tadi siapa yang ngajarin?"
 S12: "Bayu."
 R: "Bayu, Bayu tadi susah nggak? Tadi susah nggak?"
 S2: "Lumayan, lumayan susah."
 R: "Hm, berarti dia nyontek nih?"
 S12: "Ya kan, le kondho kerjasama."
 R: "Iya bener. Sebangku ya? Makasih ya."
 S12: "Asalammu'alaikum."
 R: "Wa'alaikumsalam."

Interview No. : 14
Day/Date : Tuesday, 30th October 2012
Respondents : 8 D Students (S9, 21, 22, &29)
Place : School Lobby
Time : 11.45 a.m.
R : The Researcher

R: "Dik, tadi latihannya yang susah yang mana?"
 S9: "Kabeh. Hehe."
 R: "Kabeh?"
 S9: "Nyusun itu lho, Mbak."
 R: "Apa? Nyusun? Yang kelompok?"
 S9: "Iya."
 R: "Kalau kata-katanya ada yang susah nggak?"
 S9, 21: "Lumayan. Susah."
 R: "Tadi kalau kalian pas bikin karangan gitu, susahnya apa yang kemarin tu?"
 S29: "Kata-katanya. Kata-katanya. Iya, Bu."
 R: "Kalau misalnya, kalian jarang nyari di kamus gitu? Atau gimana? Nggak pernah buka kamus, ya? Pernah maksudnya."
 S9,29: "Bingung nyari katanya."

- R: "O, bingung. Terus kalau pas nyusun paragraph itu tadi udah selesai belum?"
- S9, 21: "Belum."
- R: "Kalian belum? Ini satu kelompok nggak tadi?"
- S9, 25: "Nggak."
- R: "Nggak, ya?"
- S9: "Kita satu kelompok." (Pointing another student)
- S16: "Aku ro Shella satu kelompok."
- S21: "Mesakke. Hehe."
- R: "Oya, kalau pas di gambarnya tadi menurut kalian gimana? Ada gerakan, ada gambarnya tu? Membantu nggak pas vocabulary gitu? Misalnya ada kata apa? Kalian inget nggak? Yang kalian inget di gambar."
- S9: "Hear."
- R: "Apa?"
- S9, 21: "Hear."
- R: "Apa, mendengar? Oya, terus apalagi?"
- S16, 21: "Apa ya?"
- R: "Ada yang tahu lagi?"
- S21: "Fly."
- R: "Fly, jadi apa tadi?"
- S9: "Flid."
- R: "O, ho'o. Ya udah ya, makasih ya."
- S9, 16, 21, 29: "Iya."

Interview No. : 15
Day/Date : Tuesday, 30th October 2012
Respondent : T (The English Teacher)
Place : Teachers' Office
Time : 01. 35 p.m.
R : The Researcher

- R: "Siang, Bu."
- T: "Iya, siang."
- R: "E, ini tadi secara overall-nya yang kendalanya di kelas tu apa ya, Bu? Kalau Ibu melihatnya."
- T: "Kalau saya melihatnya, ya sama seperti yang kemarin-kemarin, ya. Awalnya itu memang pasti kesulitan pada saat menggiring anak untuk masuk ke topic itu kan. Nah, itu karena mungkin, e, karena Miss saya lihat kan Miss Yuliana kan sudah beberapa kali masuk kelas dan kemudian, mungkin ada apa, ya. Mereka mungkin, apa, stereotype 'ah apa pasti masih seperti itu lagi?' gitu lho. Apa, kan maksudnya ada kebosanan atau apa mungkin sudah mulai timbul dari anak-anak itu. Mungkin itu. Tetapi tetap e, pada apa

namanya pada akhirnya kan mereka tetap, maksudnya tetep akhirnya ya mungkin awalnya seperti mau memecah suasana, yang ribut, yang apa. Tapi akhirnya juga tetep bisa masuk ke sana, maksudnya masuk ke materinya, mungkin gitu.”

R: “Kalau misalnya, kan ini kan kita belum melihat hasil tulisan yang secara, yang secara dekat lagi. Iya, secara tes tertulis lagi. Itu kan ya besok saja ya, Bu. Lihatnya besok saja kalau untuk apakah mereka sudah ada lah satu, dua, ya.”

T: “Tapi mengumpulkan semua ndak itu kan?”

R: “Tadi, kalau untuk yang task dua nggak.”

T: “O, belum.”

R: “Nggak disiplin.”

T: “Emang kadang -kadang gini, anak-anak itu kendalanya nggak disiplin. Jadi kalau nggak kiata kejar, e, kita harus lebih telaten mengajarnya gitu lho. Entah dengan apa, ‘Ini nanti dimasukkan nilainya. Kalau kamu nggak mengumpulkan kamu tidak dapat nilai’, apa gimana gitu. Supaya mereka terus bergerak untuk itu, memang harus seperti itu. Atau kadang gini, ya ini (menunjukkan buku tugas siswa), seperti ini kan nggak boleh dibawa pulang. Karena sekali dibawa pulang, kadang-kadang anak itu nggak mau apa, istilahnya lupa atau melupa untuk membawa buku tugas itu lagi. Misalnya, kalau ada sisa jam itu kita minta mereka mengerjakan. ‘Selesai tidak selesai dikumpulkan’ biasanya seperti itu.”

R: “Jadi kalau tadi kan mungkin *comic strips*-nya ada berapa halaman itu lumayan agak panjang ya, Bu?”

T: ”Iya.”

R: “Kalau dulu melihat pertemuan dua, yang pas bikin teh itu, yang hanya enam halaman, enam potong gambar gitu. Itu malah terlihat efektif yang tidak terlalu banyak gambar gitu, ya?”

T: “Ho’o. Jadi kalau banyak itu murid-murid kan, mesti kan, e, banyak sih nggak masalah, ya. Apa gini, maksudnya cara menyajikannya itu nggak langsung jebret semua gitu. Mungkin tahap-tahapnya. Pertama disajikan dulu, yang satu di *keep* dulu. Nanti setelah selesai terus baru nanti. Maksudnya kalau sekalian dikasihkan itu kan anak sudah melihat dari awal sampai belakang. Itu kan banyak sekali. ‘Apa ini, wah bingung’ lha seperti itu. Kadang kan gitu.”

R: “Lalu, kalau, jadi tujuan belajar itu kan misalnya ada indicator apa kan hari ini, Bu. Tapi itu pun ada yang tidak tercapai. Tapi kalau ibu melihat, apa sih yang mungkin untuk Ibu itu sedikit, tapi mungkin kelihatan dari pertemuan yang udah kita lalui gitu. Yang mungkin udah terlihat itu cara mereka mengerjakan, atau cara mereka, e, menyebutkan apa gitu. Menyebutkan kosa kata misalnya atau itu bagaimana, Bu?”

T: “Ya bisa sih, kelihatan dari cara mengerjakan itu. Jadi kan selama ini

sepengetahuan mereka itu, apa, sudah bisa dilihat di, dari, istilah dari mereka yang benar-benar positif menjawab itu kan, seperti itu. Jadi dari kata verb kedua, itu dan di tasknya apa juga sudah tahu gitu.”

R: “Kalau menurut Ibu, saran Ibu biar untuk mengurangi ramenya itu lho, bagaimana Bu?”

T: “Awal Mbak, dari awal itu, Mbak Yuliana masuk langsung istilahnya janji dulu sama anak-anak. ‘Saya masuk ini, dari awal saya sampaikan tolong anak-anak bisa,’ gitu lho. Kalau anak-anak bisa itu. Mungkin Mbak Yuliana lupa, ya, jadi mungkin seperti itu langsung menyajikan ini atau langsung mengenalkan ini. Anak-anak karena sudah terbiasa dulu rame di kelas seperti ini kan permissive, maksudnya dibiarkan, mungkin seolah-olah seperti itu. Mungkin di tengah kita apa namanya, mengingatkan mereka sudah nggak meman lagi.”

R: “Kalau tadi kan dari saya, dari teman saya kan meliha dari yang aktif, yang lebih aktif tu di rows yang cowok.”

T: “Iya, itu Husein.”

R: “Yang walaupun mereka rame, itu, tapi maksudnya kalau disuruh itu pasti.”

T: “Iya, tetep. Husein memang modelnya seperti itu.”

R: “Tapi kalau yang cewek, mereka ada yang cepet ada yang. Tapi sama-sama kalau yang disuruh maju khususnya apa ya. Mereka itu sulit untuk membuat mereka maju itu lho. Maju ke depan gitu.”

T: “Iya, pokoknya seragam semua, yang dah tertib, awali saja di depan, dibuat perjanjian. He’em, dan mereka masuk nilai, ‘Yang dari tugas kan juga dari nilai sikapmu’ kalau dari sikap awal sampai akhir pun mereka sudah inget, ‘Oh, saya sudah diperingatkan’ seperti itu.”

R: “Lalu kan itu, Bu, di latihan yang mengisi apa melengkapi itu kan sebenarnya individu. Cuma, untuk menyingkat waktu saya bikin kelompok. Apakah itu baik-baik saja, atau boleh-boleh saja?”

T: “Itu juga apa namanya, saya kira itu juga sudah pas mbak. Maksudnya kalau misalnya sendiri itu belum tentu dikerjakan. Tapi, kalau ada teman yang mengajak itu kan malah justru mau. Mereka kan malah akan terdorong untuk mengerjakan, seperti itu.”

R: “Terus itu, Bu. Ibu kan sempat memberi masukan, misalnya dimasukkan ke amplop gitu. Cuma tadi ternyata saya sendiri salah menghitungnya. Saya salah kalau, amplopnya sudah saya persiapkan tujuh tapi pas saya menghitung siswa itu kan lima, jadi kan nggak sampai, sudah terbentuk baru kelihatan salah setting, amplopnya sisa. Saya baru sadar amplopnya sisa gitu. Kalau menurut Ibu, keramaiannya itu berlebihan atau bagaimana seharusnya saya memperbaikinya?”

T: “Ada kesan, kadang ramainya itu seperti sudah di-, ini lho, sudah dibiarkan. Karena kita seolah-olah itu tindakan yang permissive, mereka itu, ‘Ah biarlah.’ Kesannya seperti sebenarnya nggak papa, nggak ada tindakan apa-apa, nah gitu. Ya itu, mungkin perlu diperbaiki dari awal. Ya itu dibuat

perjanjian itu. Jadi nggak terlalu sembrono, nggak terlalu celelekan juga, seperti itu.”

R: “Inginnnya sih, rame, tapi yang positif aja gitu.”

T: “Iya, seperti itu. Tapi kan maksudnya sampai teriak itu kan, bikin apa, nggak bisa ngomongnya ngomong biasa, ngomongnya ngomong teriak, gitu, hehe, dan itu pendapatnya apa istilahnya, ungkapan itu bukan pendapat yang apa ya, tapi kan melenceng. Itu lho, seperti itu, nah itu makannya. Itu yang harus dikurangi juga. He’e. Tapi saya memang dikelas itu sering mengalami seperti itu. Sering. Kalau di kelas C sama di kelas D, lebih mudah dikendalikan kelas C.”

R: “Tapi untuk tingkat, ketika Ibu melihat, menjawab itu lebih baik kelas C apa kelas D partisipasinya?”

T: “Ketika jawab macem-macam itu, ya. Saya kira sama sih, sama.”

R: “Cuma kalau di D itu, mungkin anaknya lebih PD ya, saya melihatnya lebih PD.”

T: “Iya, kalau didorong itu lebih ekspresif lagi.”

R: “Cuma saya tadi melihat, apa namanya, terpancing, saya itu bicaranya. Sebenarnya marah juga sebenarnya.”

T: “Iya, nggak papa Mbak. Kalau sudah dalam kondisi seperti itu kita harus seperti itu. Karena sudah nggak bisa dibiarkan lagi. Hehe. Sudah begitu apa namanya, ramennya sudah over seperti itu. Ibarate sudah berantakin kelas gitu, ibaratnya gitu. Potensi, potensi ramennya itu.”

R: “Kan kita kan tadi pembelajarannya belum sampai akhir, gitu Bu. Tapi masukan Ibu agar tetap di, maksudnya tetap ada proses produksi, tapi juga tidak terlalu memberatkan itu, apakah kita mungkin pertemuan ini, bikin ini dulu, bikin ini dulu, apa, atau saya mesti bagaimana Bu?”

T: “Maksudnya dalam hal latihannya atau produksinya?”

R: “Maksudnya, produksinya biar pertemuan itu ada hasilnya, begitu.”

T: “Iya itu, makannya. Karena kan awalnya, kita lihat anak itu banyak yang tidak disiplin to. Kalau misalnya dibawa pulang, itu belum tentu langsung, langsung di apa namanya, dikumpulkan. Mereka bilang alasannya lupa atau melupa belum dikerjakan, pasti yang membuat jengkel kita. Nah, itu, kadang-kadang, ya udah, ‘Kertas ini tidak boleh dibawa pulang,’ harus itu, seperti itu. Buku ini nggak boleh dibawa pulang. Jadi saya beri waktu, nanti misalnya e, misalnya waktunya 30 menit untuk mengerjakan, mengerjakan, ketika sudah selesai nanti dikumpulkan. Mereka nanti pada akhirnya harus cepet-cepet. ‘Harus segera selesai karena ini nanti dinilainya di kelas,’ jadi gitu. Itulah memicu siswa untuk seperti itu. He’e.”

R: “Kan saya tadi menerangkan tadi menurut Ibu, terlalu banyak bagian yang apanya? Kan saya tadi menerangkan. Apakah ada porsi yang menurut Ibu terlalu berlebihan atau harusnya ini dikurangkan dulu?”

T: “Iya, nggak.”

R: “Oya Bu, tadi kan teksnya, kebetulan dari teksnya itu fokusnya kan baru

kata kerja.”

T: “Mengulang nyari verb itu.”

R: “Iya, kemarin kita kan nggak sempat jadi itu kesalahan saya itu. Jadi nggak menganalisa yang dibaca, begitu.”

T: “Tapi bagi anak-anak yang ngeh, itu tu mereka udah ngerti verbs kan, tanya ke saya. O, ini Miss Yuliana tujuannya mengajar recount. Jadi pas, tapi nanti Miss Yuliana sudah selesai, masih ada pertanyaan, berkaitan dengan pertanyaan nanti bisa ke saya, seperti itu. Ada anak-anak yang sudah tahu. Tapi yo, bagi anak yang mudheng dan nggak mudheng kadang-kadang ngikut arus, seperti itu kan. Gitu, seperti itu.”

R: “Iya, tadi mungkin ada step pembelajarannya yang belum lengkap, Bu? Bagian apa ya?”

T: “Di situ ada jumbled recount. Tapi saya tidak, yang jumbled comic kan nggak ada ya. Iya seperti itu, jadi kan. Makannya saya beri centang no, no itu kalau nggak ada.”

R: “Kalau misalnya dari awal buka kelas sampai tutup kelas?”

T: “Iya, pasti terakhir itu yang hilang ya, mesti, seperti itu. Ya, karena waktu juga. Iya, sih. Itu juga tergantung kelasnya. Kalau kelasnya mudhengnya cepet, maksudnya e, kooperasi opo, kerjasamanya cepet, juga pasti nanti, mungkin sampai akhir juga bisa selamat, itu. Tapi yang anak ini kan penanganannya khusus. Jadi sering tidak selesai, memang seperti itu. Iya itu, memang harap dimaklumi, seperti itu. Nanti pokoknya masuk lagi perjanjian dari awal saya ingin mengajar, tapi istilahnya, dari latihanmu dan sikapmu itu semuanya dinilai, seperti itu. He’em. Makannya nanti kalau yang istilahnya bekerja dengan baik, bisa selesai. Tapi kalau istilahnya mau, istilahnya mengganggu kelas, mau ribut, apa-apa masuk catatan nilainya juga seperti itu.”

Interview No. : 16
Day/Date : Wednesday, 31th October 2012
Respondents : T (The English Teacher)
Place : Teachers’ Office
Time : 10.46 a.m.
R : The Researcher

R: “Bu, tadi menurut ibu secara keseluruhan?”

T: “Hari ini saya kira sudah lebih tertib. Terus lebih teratur dan istilahnya, penyerapannya juga lebih baik. Saya kira, apa karena ini kondisinya pagi, ya. Kadang-kadang ya, apa juga namanya, ya tergantung anaknya, ya. Soalnya memang anak-anak kelas 8D itu saya kira moody. Jadi kadang-kadang mereka, ho’o, kadang-kadang mereka konsentrasi. Ya konsentrasi seperti itu. Ya kalau nggak yo, serabutan di kelas seperti itu tadi ya. Tapi

hari ini kita bisa mendapatkan hal yang positif di dalam kelas itu bagus, sepertinya gitu.”

- R: “Kalau tadi ada yang memasangkan komik itu ya, Bu. Itu dari tadi, saya ada yang protes. Gambarnya itu agak blawur gitu, nggak jelas dari belakang juga kan. Nah, itu lebih baik yang seperti itu kan warna kekurangannya. Iya, warnanya. Yang kedua, apakah sebaiknya siswa tu diminta satu saja atau tetap seperti itu?”
- T: “Kalau hal yang seperti itu nggak masalah, ya. Kita fleksibel aja. Maksudnya dari belakang pun nggak kelihatan, kan bisa kita ambil gambarnya. Karena gambarnya itu kan bisa dipegang,lihatkan mereka di belakang, lalu kembali ke depan, gitu nggak papa.”
- R: “Kan tadi kan yang di depan itu dah di bagian lembar kerjanya. Cuma kalau yang ditempelkan, mungkin agak males ya, untuk melihat di lembar. Jadi mungkin yang di depan aja tinggal lihat. Tapi ternyata tadi.”
- T: “Iya. Terus tadi sepertinya, jumlahnya yang di depan ma yang di teks agak beda ya?”
- R: “Ada selip satu. Saya pas fotokopi. Pas kopi yang terakhir itu keselip.”
- T: “O, gitu. Makanya kan urutannya beda juga.”
- R: “Makannya saya langsung minta melihat ke depan itu.”
- T: “Iya. Ya, hari ini saya lihat dari teksnya sudah cukupan kok. Maksudnya ini sudah bisa memenuhi satu, satu apa namanya, standar satu kali pertemuan. Itu juga saya lihat udah cukupan. Juga nggak kebanyakan juga. Maksudnya penampilannya, apa namanya, penyajiannya sudah pas gitu. Sudah bagus sih, Mbak. Iya, hanya itu, ya, kendalanya itu kadang-kadang anak-anak itu tidak, kalau pas kita tari, kita minta itu, e, sulitnya minta ampun. Kalau nggak males tu awalnya seperti itu. Ya, pokoknya dipinter-pinternya kita ngrayu seperti mereka bersedia, untuk apa namanya, mengerjakan.”
- R: “Oya. Bu. Ini kan ada pekerjaan yang belum selesai, ada yang sudah.”
- T: “Itu kendalanya masih dari waktu kok. Itu kan ada yang kurang dari jumlah minimal kalimatnya. Itu sebaiknya dibagikan lagi untuk diperbaiki di pertemuan berikutnya. Bisa Mbak, nggak papa.”
- R: “Atau e, karena yang pertemuan yang berikutnya itu temanya dah beda lagi.”
- T: “O, gitu.”
- R: “Sebaiknya saya bagikan, atau takutnya kalau tugas itu jarang dikumpulkan on time kan, Bu? Apa sebaiknya.”
- T: “O, gini aja. Jadi karena kita juga mengantisipasi supaya pekerjaan itu tidak hilang di tangan siswa kan. Kalau sudah yang namanya, sudah di tangan siswa terus istilahnya kok kita minta mereka kembalinya di hari berikutnya tu sudah kan, sudah apa namanya, kadang mereka itu kadang beralasan lagi gitu kan. Nah, itu sebetulnya kan tetep kita tari lagi dan nanti pada pertemuan berikutnya ada waktu, itu awalnya kita member topic yang baru dulu, tapi jika masih, kan ada sisa. Kita ulang dulu yang kemarin, gitu.”

- R: "Kalau apa ya. Bu. Mungkin ada range vocabulary yang belum terpenuhi untuk satu tema tertentu, misalnya apa, apa ya, jangkauan vocab yang sekiranya belum lengkap tu yang mana? Misalnya gitu."
- T: "Maksudnya?"
- R: "Kan, ini kan school activities cuma lomba gitu. Nah, mungkin ada yang masih kurang apa. Soalnya saya lihat tadi saya tu bertanya, gimana caranya yang bagian vocabulary itu dibaca siswa, gitu. Kan nggak membaca gitu."
- T: "Iya. Iya memang seperti itu. Kadang-kadang anak, 'Ya dah, nanti kalau sudah mengarang aja,' yang lain sudah bawa kamus pun kadang tanya kita. Itu bahasa Inggrisnya apa. Ya itu, sering seperti itu. Tapi tetep kita arahkan aja gitu. Arahkan aja."
- R: "Biar yang sudah dituliskan di sini tu, tidak hanya untuk dipegang."
- T: "Iya. Iya tetep memang anak diarahkan. Karena tetep mereka seperti itu. Seperti itu lho, kalau iklan di tv tu anak kecil, apa namanya, pelan-pelan, nah, seperti itu ka nada iklan cuci tangan tu. Murid itu ya seperti itu. Jadi tetep kita arahkan. Tetep kita, apa ya, jadi sabar-sabarnya kita untuk mentelateni, seperti itu. Mereka itu ingin cepet, inginya gitu."
- R: "Itu dulu ya, Bu. Ini nanti hasilnya saya koreksi dulu. Jadi mungkin ada satu, dua komentar mungkin."
- T: "Tapi saya juga malah berterimakasih sekali. Karena malah istilahnya udah, apa namanya, membantu saya ini meringankan banget, apa namanya, untuk menerangkan anak-anak. Karena ya itu, malah udah istilahnya, udah terpenuhi materi recount."
- R: "Ya, Bu. Makasih."
- T: "Sama-sama."

Interview No. : 17
Day/Date : Wednesday, 31th October 2012
Respondent : 8 D Student (S21)
Place : Classroom Verandah
Time : 09. 48 a.m.
R : The Researcher

- R: "Dik, tadi pelajarannya susah apa gampang?"
- S21: "Lumayan."
- R: "Lumayan apa?"
- S21: "Yo, lumayan gampang Mbak."
- R: "Tadi kesulitannya pas apa? Kesulitannya pas apa?"
- S21: "E, waktu nentuin orientation, terus sequence of events, reorientation."
- R: "He'e. terus? Tadi bikin kalimatnya susah nggak?"
- S21: "Lumayan."
- R: "Yang gambar-gambarnya jelas nggak? Gambarnya jelas nggak?"

S21: "Jelas."
 R: "O, ya udah, makasih ya."
 S21: "Oke."
 R: "Kamu suka nggak gambarnya?"
 S21: "Suka."
 R: "O, ya udah, makasih ya."

Interview No. : 18
Day/Date : Wednesday, 31th October 2012
Respondent : 8 D Student (S6)
Place : Classroom Verandah
Time : 09. 49 a.m.
R : The Researcher

R: "Dik, Mbak mau tanya boleh, ya. Tadi pelajarannya susah nggak?"
 S6: "Ya dikit-dikit mbak."
 R: "Susahnya pas apa?"
 S6: "Ya, pas bikin kalimatnya."
 R: "Kalimatnya? Ho'o. Apa vocabulary-nya kurang gitu?"
 S6: "Iya."
 R: "Tadi comic strips-nya menarik nggak."
 S6: "Sedikit."
 R: "Soalnya kenapa, gambarnya abu-abu gitu?"
 S6: "Ya agak bruwet gitu."
 R: "Haha. Ya udah, tadi apa selesai nggak tugasnya?"
 S6: "Yo sedikit, baru tujuh kalimat kayaknya."
 R: "Baru tujuh kalimat? Oke. Apalagi ya? Kamu di comic stripsnya lebih bagus yang sekarang apa kemarin?"
 S6: "Yang kemarin."
 R: "Tapi kalau kemarin, kekurangannya apa?"
 S6: "Ya, kalimatnya."
 R: "Kalimatnya. O, iya. Kalau pas baca komiknya bingung nggak kalau yang kemarin?"
 S6: "Nggak."
 R: "Nggak. Makasih ya."
 S6: "Iya, Mbak. Sama-sama."

Interview No. : 19
Day/Date : Wednesday, 31th October 2012
Respondent : 8 D Student (S16 & 29)
Place : Classroom Verandah
Time : 09. 54 a.m.
R : The Researcher

R: "Oya, Dik . Tadi kesulitan nggak pas pelajaran? Kamu susahnya dimana?"
S29: "Susahnya di apa ya? Itu lho Mbak yang little-little itu."
R: "Little?"
S29: "Ya."
R: "Event?"
S29: "Bukan, yang suruh ngerjain soal yang tadi tu lho."
R: "Yang terakhir? O, title? Title? Judul?. Kamu susahnya dimana? Bikin kalimat?"
S29: "Bingung buat kalimatnya."
R: "Tadi kan udahkan. Habis, apa, habis subject itu apa? Habis S misalnya I, we tu apa?"
S29: "Kata kerja."
R: "Kata kerjanya berapa? Verb?"
S29: "Satu."
R: "Verb satu? Bukan."
S29: "Eh, dua ding."
R: "Nah, verb dua itu, masih bingung itu? Terus tadi gambarnya jelas nggak? Yang pas nyocokin di depan papan tulis."
S29: "Kalau dari belakang nggak jelas e, Mbak."
R: "Kalau dari belakang nggak jelas. Alasannya apa?"
S29: "Terlalu kecil, he."
R: "Kamu tadi kesulitannya apa, Dik?"
S16: "Hah?"
R: "Kesulitannya apa?"
S16: "Ya itu, bikin kalimantnya saya nggak dong."
R: "Kalau pas itu, komiknya bingung nggak? Di gambar tadi tu."
S29: "Yo nggak. Tapi kurang jelas Mbak, terlalu kecil."
R: "Terlalu kecil? Yang ditempel didepan apa yang dilembar kerja?"
S29: "Yang ditempel di depan."
R: "O, yang ditempel di depan. Kalau yang di lembar kerja kelihatan?"
S29: "Ho'o."
R: "Terus apa ya? Ni Mbak neranginnya bingung nggak kamu?"
S29: "Nggak."
S16: "Susah ne masuk Mbak."
R: "Oh, kalau nyari di kamusnya masih bingung nggak?"

- S29: “Nggak.”
 R: “Kalau kalian, bikin kalimat itu masih kesulitan. Kalau nyusun paragraph juga?”
 S16: “Iya.”
 R: “Kalau pas nglabel, tugas yang melabeli tadi? Yang ada, kamu ini bagian ini apa, ini masih kesulitan nggak?”
 S29: “Nggak.”
 R: “Kamu? Yang nglabeli, misalnya yang baris pertama itu namanya apa, baris kedua namanya apa? Yang awal tadi, setelah gambar besar. Pas pertama kalian baca.”
 S16: “Yo, kurang, kurang opo yo. Piye, kurang, ya belum begitu dong.”
 R: “Ya udah, makasih ya.”
 S16: “Iya.”

Interview No. : 20
Day/Date : Friday, 31th October 2012
Respondent : T (The English Teacher)
Place : Teachers’ Office
Time : 10.38 a.m.
R : The Researcher

- R: “Siang Bu.”
 T: “Iya, siang.”
 R: “Ini Bu, tadi secara keseluruhan pelajarannya bagaimana ya, Bu?”
 T: “Hari ini bagus. Maksudnya kalau saya melihat sih, e, lama kelamaan anak sudah mulai terkondisi.”
 R: “O, ya.”
 T: “Ya memang istilahnya satu dua. Tapi hari ini bagus kok. Jadi, e, tidak seberantakan yang waktu pertemuan pertama, kedua, tidak. Udah, udah terkondisi.”
 R: “Iya, kalau untuk itu, Bu, pemenuhan tugas-tugasnya itu pas, apakah tadi di lembar observasi tu masih banyak yang kurang atau siswa yang pasif atau bagaimana.”
 T: “O, tadi anak-anak pasif itu? Ya memang saya anu ya, kalau pasif tu karena setelah diterangkan apa-apa tu anak mesti nggak langsung bertanya to, tapi baru ketahuan setelah mereka mengerjakan, ndak tahu. Iya, jadi kita terus istilahnya mengerjakan, yang nggak tahunya bagaimana teru. Terus kita menjelaskannya ke depan, biasanya seperti itu. Itu yang saya maksud pasif itu. Ho’o, tapi, tapi memang ada saatnya anak-anak seperti itu, iya.”
 R: “Kalau, ini, misalkan e, sempat membetulkan pekerjaan yang kemarin itu, apakah waktunya kurang atau tadi sudah mulai penghujung pelajaran atau bagaimana?”
 T: “Saya kira kan memang, khusus memang, istilahnya kita minta mereka untuk mengarang itu, memang waktunya harus banyak Mbak. Ho’o, ya memang idealnya tu ya istilahnya, idealnya memang harus dibuat dirumah ya sebenarnya. Tapi, kita

kan tetep juga mengantisipasi, ya. Istilahnya ya nanti kalau dibawa pulang dikumpulkan apa nggak atau nanti malah lupa, hilang atau gimana. Itu memang untuk istilahnya untuk me-, mengarang atau untuk merevisi pun itu kan tetep membutuhkan waktu yang banyak.”

R: “Lalu, untuk respon siswa ketika belajar verbnya bagaimana, Bu? Kan tadi ada yang ‘miss ini gimana,’ ada yang ini. Itu apakah mereka, menurut Ibu, mereka sudah mulai mengerti, atau memang masih sangat kurang, atau bagaimana, Bu?”

T: “Ya, mengerti setengah-setengah sih, ya. Jadi istilahnya mengerti juga sudah ada yang istilahnya, tahukan verb satu berpindah ke verb dua. Sudah mulai terlihat. Mengerti, ‘O, ini bentuknya ada,’ ada yang tepat pun juga ada gitu lho yang mengucapkan. Tapi tetep juga ada beberapa yang mungkin, istilahnya, kurang menambah atau istilahnya kurang mempelajari sendiri, gitu aja. Karena kan tetep yang namanya ya kata kerja kan harus belajar sendiri. Kata kerjanya semakin banyak, kosa katanya pun seperti itu.”

R: “O, iya. Kalau untuk partisipasi siswa untuk mengerjakan di depan itu bagaimana, Bu?”

T: “Ya itu, yang anu ya, memang seringnya tu e, anak-anak yang aktif aja yang , yang ke depan to. Seperti Saras, opo yo, meskipun istilahnya kadang , apa ya, ya sebenarnya kadang masih banyak salahnya. Tapi dia tetep dianggap berani. Iya. Seperti Husein juga itu kan sepertinya vocal. Istilahnya nggak takut salah gitu. Ya itu, mungkin lebih apa ya namanya, e, nah, yang lain ini yang, yang istilahnya kok sepertinya tenggelam. Seperti misalnya yang anak, e, barisannya di depannya Davit itu. Itu kan juga tenggelam to. Sepertinya juga, kurang apa ya namanya, kurang diajak gantian atau gimana.”

R: “Diajak pun, jarang mau.”

T: Nah, itu masalahnya.”

R: “Caranya bagaimana, Bu?”

T: “Caranya gini. E, ‘Nanti kamu maju ke depan saya beri poin satu,’ gitu kan, nanti greget. Nah, tetep ke depan pun ada nilainya. Yang sudah ya udah. Nanti istilahnya kita adil dengan yang lain. ‘Biar yang lain gantian maju lagi saya beri poin,’ gitu. Nanti biasanya mereka akan menjawab, ‘Kalau salah gimana, Bu?’ ‘Nggak papa salah,’ gitu. Salah bukan maksudnya, salah kan nggak di denda gitu kan. Nah, yang benar poin satu. Istilahnya kalau salah ya udah, nanti kesempatan lain akan di apa, dipanggil lagi, tapi belum punya poin. Nah, nanti kalau saya biasanya gitu. Melihat mereka kondisinya pas dipanggil posisinya baru, e, setelah rame sendiri itu lho. Pokokmen gitu. Itu biasanya nanti dia tau to, diajak mengerjakan. Maju ke depan terus salah, nah, terus tak nganu, ‘Kamu tadi nggak memperhatikan to? Pas di depan jawabannya salah.’ Nah, kalau kondisinya seperti itu, ya udah. Seperti diberi hukuman itu loh, diberi minus one, akhirnya mereka nganu, karena aktif berusaha jangan sampai dapat minus one. Kita seperti itu, nah itu.

R: “Kalau perbedaan yang menurut Ibu tu lebih terlihat jelas dari pada pertemuan satu sampai sekarang itu apa ya, Bu?”

T: “Perhatiannya juga seperti, istilahnya seperti tergiring itu kelihatan sih.”

R: “Lalu?”

T: “Tergiring, istilahnya ya istilah, yang tadinya tidak rapi menjadi rapi itu lho. Maksudnya, anak-anaknya ke perhatiannya tu, itu ada seperti itu. Terus juga

- kemajuannya, maksudnya mungkin kalau awal tu nggak istilah, kita pas pengenalan materi tu. Kan mungkin mereka benar-benar, 'Ini apa sih? Apa, apa?' Kan apa, setelah sekian pertemuan kan baru mereka tau. 'Oya,' seperti terbiasa dengan recount. 'O, mempelajari ini,' sudah mulai tertata itu. Ya memang harus berulang-ulang biar ngerti. Ya memang itulah kesempatannya. Nah, itu."
- R: "Berarti misalkan dipost-test-kan itu tetep harus diulang semuanya dengan gambar yang sama mungkin, gambarnya. Ada gambar lagi, mungkin ya Bu? Biar ide-idenya, biar nanti, 'O, ini nanti misalnya mengunjungi keluarga tu gambarnya ini."
- T: "E, bisa seperti itu."
- R: "Mungkin bisa, Bu. Nggak melulu phrasa gitu."
- T: "Iya."
- R: "Tapi, kalau yang Ibu masih melihat kekurangannya itu. Apa sih yang masih jadi PR buat saya atau..."
- T: "Cuma itu sih, maksudnya, me, apa namanya, berusaha me, menggugah anak-anak yang lain itu, gitu. Soalnya tetep tidak, apa namanya, sebetulnya memang sih, udah kebiasaan. Ini, yang belakang-belakang yang vocal ini, terus yang maju ke depan tu juga itu-itu terus. Nah, itu untuk, apa namanya, supaya merata tu menggugah yang lain, nah."
- R: "Padahal udah dikasih tahu, 'Ini lho clue-nya,' jawabnya ini tu dah tahu jawabnya betul tapi nggak mau. Hehe."
- T: "Ya, itulah mungkin. Ya itu, menggali gimana caranya semua tu siswa kaya mereka. 'Ayo gantian, gentian,' ya gitu. 'Jangan kamu terus, kasian temen-temen yang lain.' Ya, maksudnya kita seperti itu, maksudnya tu. Tapi kadang-kadang ya memang ada yang dasarnya pasif juga ada. Ada, to. Pokoknya digugah supaya, apa, bisa tampil. Lebih menggali gitu."
- R: "Lalu untuk tadi, kalau materinya apakah masih terlalu banyak, Bu?"
- T: "He'e. Iya, menurut kira-kira saya udah pas sih."
- R: "Terus, kalau untuk tadi, kalau untuk management saya di kelas gimana, Bu? Mungkin bagaimana, Bu? Kan mungkin tadi ada bagian yang saya harus ini, apa yang pas siswanya harus mengerjakan atau gimana. Mungkin ada bagian yang pas harusnya itu saya, atau harusnya siswanya, yang siswanya."
- T: "Kayaknya nggak ada. Memang, kalau kita sebisa mungkin siswa yang aktif, ya. Mesti banyak murid yang aktif atau istilahe aktifnya, memang aktif kearah memang terarah dari instruksi kita, yang ini gitu, ma mereka seperti itu nggak papa, sih. Lebih banyak partisipasi siswanya itu Mbak."
- R: "Iya, nanti dilanjutkan untuk sehabis post-test-nya saja ya, Bu."
- T: "Saya itu sama kendalanya sama Miss Yuliana. Maksudnya, di kelas nggak bisa suaranya, nggak bisa keras. Udah semaksimal mungkin menyuarakan keras. Tapi yo, tetep dasarnya mungkin suaranya kecil."
- R: "Padahal saya tu, kalau ngobrol udah keras lho, Bu."
- T: "Saya sama juga, tipe saya. Makannya ya, kendalanya dikelas pun, dibelakang sering rame, karena suara saya juga nggak bisa begitu keras."
- R: "Jadi, terus agak ke tengah ya, Bu. Tapi tadi yang depan protest saya Bu, nggak kelihatan. Mau nunjukin gambar, tapi."
- T: "Iya. Jadi problem kita tu sama. Suara kita nggak bisa keras."
- R: "E, mungkin itu dulu ya, Bu. Jadi besok pas di post test mungkin kalau sudah

dapet dari pre test dan task yang ini. Nanti Ibu memberikan komentar yang lebih ke perbedaan atau mungkin ada cara menulis siswa yang lebih menigkat atau ini seperti itu.”

T: “Oh, gini ya. Apa namanya, setiap kalau, ya, bukan setiap kali pertemuan. Tapi suatu saat pada saat yang anu, di apa namanya, diceritakan ulang kembali tentang recountnya. Ya, dipancing lagi. Jadi mungkin tidak....”

R: “Dilepas?”

T: “Iya, apa seolah, pada saat siswa dikelas, ikut arus. Maksudnya menceritakan isi pelajaran ini, tapi kembali dilanjutkan, ‘ini ada kaitannya dengan recount itu,’ nah. Maksudnya masih, ‘Ini ada kaitan dengan ini, karena kita kemarin belajar tentang materi recount,’ gitu loh, biar mereka ingat lagi gitu.”

R: “Terimakasih ya, Bu, masukannya.”

T: “Yah.”

Interview No. : 21
Day/Date : Friday, 31th October 2012
Respondent : 8 D Students (S9, 16, 21, 25, 29 & 30)
Place : Classroom Verandah
Time : 11.34 a.m.
R : The Researcher

R: “Dik tadi pelajarannya susah nggak?”

S9: “Lumayan.”

S21: “Tapi saya sudah Mbak, sudah .”

S16: “Sekarang saya sudah agak dong Mbak.”

S25: “Tenane?”

S16: “Tenan. Aku Opo, yo, ya dong.”

R: “Yang apa, susunan yang kemarin belum dong udah dong? He’e. Terus, terus, apa, pola yang tadi kesusahan? Kesulitannya dimana?”

S9, 22, 25: “Opo, verb dua mau, aku bingung. Verb satu jadi verb dua.”

R: “O, verb satu jadi verb dua. Di kamus nggak ketemu?”

S9: “Tadi tanya. Hehe.”

R: “O, tadi tanya. Kamu Saras, susahnya dimana?”

S30: “Susahnya itu, susahnya di, e, baca bahasa Inggrisnya.”

R: “Kenapa?”

S9: “Soalnya kamu orang jawa.”

S30: “Ya, iya.”

Ss : “Hahaha.”

R: “Pas itu, pas bikin kalimatnya masih susah nggak?”

S16:.” “Ya, masih

S30: ”Sedikit. Ya.”

R: “Kesulitannya yang apa?”

S25: “Nempatinya. Antara verb satu ma verb dua itu lho.”

- R: "O, verb satu, verb dua. Kalau yang negative positif tadi bingung nggak?"
- S9, 16: "Nggak, udah dong."
- R: "Udah dong? Oya."
- S29: "Sedikit."
- R: "Terus tadi comic stripsnya jelas nggak?"
- S9: "Apa?"
- R: "Comic stripsnya, apa, gambarnya?"
- S9, 16, 29: "Jelas."
- R: "Tadi dibaca nggak dialognya tadi?"
- Ss: "Dibaca. Dibaca. Dibaca dong."
- R: "Dong tadi?"
- S9, 16, 25: "Nggak."
- S30: "Ya, sedikit dong."
- R: "Gambarnya tadi itu yang didepan jelas nggak?"
- S9, 25: "Jel, lumayan."
- R: "Lumayan jelas? Oke. Apalagi ya?"
- S30: "Tapi aku pengen minta e Mbak."
- R: "Pengen minta? Oya, ini tu kalian kalau pas belajar, belajar vocabulary. Kata-katanya lihat di comic stripsnya lagi nggak dirumah?"
- S25: "Saras, sing nggowo kowe to?"
- S9: "Nggak."
- S29: "Kadang-kadang."
- R: "O, kadang-kadang."
- S16: "Emang mbok gowo? Sing nggowo we sopo. Sing nggowo aku kok."
- S29: "Halah."
- S25: "Ngapusi kuwi."
- R: "E, tadi kalian, menurut kalian gambar yang di depan tadi gimana, jelas nggak?"
- S29: "Nggak jelas."
- S9, 16, 25: "Lumayan, lumayan."
- R: "Bagusan yang tadi, apa yang kemarin?"
- S16: "Yang tadi. Yang kemarin nggak jelas og."
- R: "Kalau yang pas lebah-lebah itu bagus nggak?"
- S29: "Bagusnya yang Mr. Bean."
- R: "Mr. Bean? Ho'o. Yang lebah-lebah, yang disengat kemarin."
- S9: "O, alah."
- S16, 25: "Yang kemarin, eh piye."
- R: "Yang hari Selasa. Tapi kalian udah mulai belajar apa selain tadi yang susunan udah dong? Selain itu apa? Kalimatnya masih bingung nggak?"
- S25: "Masih."
- R: "Masih? Kosa katanya, nambah nggak kosa katanya?"
- S9, 25: "Nggak."

R: "Kok, nggak nambah? Tadi di gambar berpelukan apa?"
 S9, 25: "Ho'o. Ho'o. Nambah."
 R: "Nambah? Misalnya tadi yang di gambar itu apa?"
 S9, 25: "Apa?"
 R: "Yang digambar inget tadi apa?"
 S29: "Em, berpelukan."
 R: "Berpelukan apa tadi?"
 S16: "Nggak tahu. Lupa."
 R: "Ah, lupa."
 S16: "Lho, aku tu mesti langsung lupa e, Mbak."
 R: "Apa, selain berpelukan."
 S16: "Anu, mendapat hadiah."
 R: "Mendapat hadiah itu apa?"
 Ss: "E, mendapat, mendapat, mendapat, dapat, dapat."
 S29: "Angsal."
 Ss: Hahaha.
 R: "Apa, yang 'get' jadi?"
 S9: "Got', eh."
 R: "Nah, betul. Yee, gitu ho'o. Ah, harus dipancing dulu. Makasih ya. Mbak tadi neranginnya jelas nggak?"
 Ss: "Jelas, jelas. Ya, Insyaallah."
 R: "Makasih, ya."
 Ss: "Iya."
 S29: "Ya, tapi kurang keras suaranya."
 R: "Ho'o. Iya, tadi kaya gini nggak keras po?"
 S29: "Nggak. Kalau di depan nggak denger."
 R: "Makasih, ya."
 Ss: "Ya."

Interview No. : 22
Day/Date : Friday, 2 th November 2012
Respondent : 8 D Students (S18&20)
Place : Classroom Verandah
Time : 10.34 a.m.
R : The Researcher

R: "Siang, Dik."
 S18, 20: "Siang."
 R: "Tadi kesulitannya apa pas ngerjain?"
 S18: "Buat, buat kalimatnya itu kan, dulunya susah. Kalau sekarang lumayan gampang."
 R: "Kenapa? Polanya apa hayo?"

- S18: "Polanya subject, habis tu e, verb dua."
 R: "He'e. Terus kalau susunan teks, udah apal belum?"
 S18: "Susunan teks, udah."
 R: "Kamu, udah hapal belum Dik susunan teks recount?"
 S20: "Lumayang hapal."
 R: "He'e, yang masih susah bagian apa?"
 S20: "Yang, e, verb, verbnya, verb dua."
 R: "
 Kalau kamu Dik belajar kata-katanya dari comic strips nggak?"
 S: "Iya."
 R: "Misalnya di comic strips yang sebelah mana?"
 S18: "Yang apa, e, apa itu pengalaman pertama."
 R: "He'e. Yang apa itu?"
 S18: "Yang bikin teh."
 R: "Selain itu?"
 S18: "Apa ya, yang berkunjung ke rumah nenek."
 R: "O, ho'o. Terus? Kalian di apa, di pelajaran jelas nggak lo diterangin?"
 S18: "Jelas."
 R: "Terus bentar, kalau di comic strips itu kalian suka kalau ada gambarnya gitu nggak? Kalau kamu, Dik?"
 S18: "Hiya. Kan kalau ada gambarnya kan jadi tahu maksudnya gini, gitu."
 R: "Oh, selain itu, di comic strips kan ada dialog, he'e. Pernah dibaca nggak?"
 S18: "Pernah."
 R: "He'e. Misalnya apa yang paling kamu inget?"
 S18: "Yang apa, ya. Berkunjung ke museum."
 R: "Berkunjung ke museum. Ho'oh. Itu panjang banget, ya?"
 S18: "Ho'o, itu panjang banget."
 R: "Makasih, ya."
 S18: "Iya."

Interview No. : 23
Day/Date : Wednesday, 14th November 2012
Respondent : 8 D Student (S18)
Place : School Lobby
Time : 07. 02 a.m.
R : The Researcher

- R: "Halo, Dik."
 S18: "Iya."
 R: "Em, Mbak mau nanya-nanya bentar boleh, ya."

- S18: "Iya."
- R: "Ini, kalau adik nulis tentang pengalaman tu pakai teks apa?"
- S18: "Recount."
- R: "He'e. Terus, kamu, yang kamu tahu tentang recount tu apa?"
- S18: "Ada orientation, sequence of events sama reorientation."
- R: "Selain itu, yang lain tentang teks recount?"
- S18: "E, menceritakan pengalaman yang lampau."
- R: "Itu ada ciri-cirinya nggak yang dari sisi grammar atau ciri-ciri verb-nya tu apa."
- S18: "Verbnya itu kalau yang regular pakai -ed, kalau yang irregular verbs itu berubah semua."
- R: "Berubah semua. Terus yang kamu pelajari dari comic strips yang sudah kamu baca itu apa, Dik?"
- S18: "Yang dipelajari, ya, apa ya, maksudnya?"
- R: "Yang udah kamu tangkeplah. Entah itu kata-katanya, entah jenis-jenis apa, kegiatannya ada gambarnya."
- S18: "Ya mungkin jenisnya. Misalnya beda-beda semua. He'e."
- R: "Terus jenis-jenis kegiatannya atau apa?"
- S18: "Kegiatannya."
- R: "Terus, kalau kamu pas nulis itu, comic strips-nya buat apa?"
- S18: "Buat apa, kaya paragraph, jadi cerita."
- R: "O, jadi cerita, he'e. Terus kamu tu memanfaatkan comic stripsnya kan, misalnya tugas menulis gitu kan. Comic strips-nya tu kamu gunain untuk apa? Untuk contoh atau untuk apa?"
- S18: "Buat contoh. Buat nulis kata-katanya terus pola-polanya gini, gitu."
- R: "Terus sekarang kamu nulis kalimatnya susah nggak?"
- S18: "Ya, nggak sih. Cuma kadang ada yang kelupaan jadi salah."
- R: "O, ho'o. Terus kalau menurut kamu, kekurangan kalau pakai comic strips-nya tu apa kamu, yang masih kesulitan kalau pas writing."
- S18: "Itu, kata-katanya dikit jadi tu bikin kalimatnya tu kan banyak. Jadi harus bikin sendiri."
- R: "O, ho'o. Terus kalau, sukanya apa kalau belajar dari comic strips?"
- S18: "Ya, gampang. Buat kalimatnya tu jadi gampang. Gambarnya itu misalnya, e, apa ya, berkunjung itu kan udah tahu, maksudnya gini, gitu."
- R: "Makasih, ya."
- S18: "Iya."

Interview No. : 24
Day/Date : Wednesday, 14th November 2012
Respondent : T (The English Teacher)
Place : Teachers' Office
Time : 09.42 a.m.
R : The Researcher

- R: "Pagi, Bu."
T: "Pagi."
R: "Bu, saya mau menanyakan kalau Ibu menilai perkembangan siswa untuk menulis itu bagaimana, Bu?"
T: "Kalau saya melihatnya, ya, itu tetep ada peningkatan sih. Karena kan istilahnya ada kesempatan untuk mengulangnya berkali-kali. Ada misalnya, ada yang pertama, kemudian terus direvisi. Mereka kan, apa namanya, tahu ya, selanjutnya terus ada lagi, sampai diulang-ulang lagi. Memang yang namanya peningkatan itu, apa namanya, karena latihan berulang-ulang dan istilahnya dengan apa namanya, diharapkan kan, dengan salahnya pertama, kemudian salah kedua tu semakin berkurang-berkurang. Seperti itu. Iya."
R: "Kalau, untuk subskill seperti grammar, vocabulary, dan organisasi teksnya itu, bagaimana Bu?"
T: "Kalau sebagian besar sih, untuk mengetahui teks recount itu isinya apa-apa, saya merasa itu anu. Mereka udah tahu sih, untuk istilah dengan teori recount. Kemudian untuk menyusun paragrafnya, pertama, kedua, isinya harus sedemikian itu, saya kira mereka sebagian besar sudah tahu. Hanya kalau yang namanya grammar, vocab, itu yang paling sulit memang. Yang, dan itu tidak akan pernah terduga saya kira anak-anak itu. Jadi bisa yang sekarang betul, besok sudah salah, besok lagi betul, besok seperti itu. Iya."
R: "Kalau pas, e, dengan menggunakan comic strips ini. Ada interaksi siswa, misalnya ini gambar apa-ini gambar apa, itu, menurut Ibu terlalu ramai atau bagaimana?"
T: "Nggak. Saya kira sudah baik. Karena kan tetep tanggapan siswa juga sudah baik kan. Dibandingkan untuk ribut. Itu juga nggak masalah."
R: "Jadi kalau Ibu menilai minat siswa terhadap gambar-gambarnya di comic strips itu gimana Bu?"
T: "Kalau menurut saya, istilahnya dengan gambar itu saja udah apa namanya, sudah ada apa namanya atensi siswa, gitu. Jadi sudah mendukung atensi siswa. Dan mereka istilahnya kan, diminta untuk mengurutkan, itu kan sudah saya rasa mendukung sekali."
R: "Kalau dengan, kalau, bagaimana pendapat Ibu, kalau siswa itu mempelajari teks melalui comic strips?"
T: "Mempelajari?"
R: "Teks melalui comic strips."

- T: "Iya."
- R: "Mempelajari teks recount melalui comic strips."
- T: "Iya, saya kira itu juga bagian yang sangat mendukung sekali. He'e. Karena memang, bagaimana kita mengantarkan materi recount, kalau tidak, apa, melalui hal-hal yang menarik itu lho. Kan, karena saya kira comic strips juga termasuk hal yang menarik kan untuk menarik."
- R: "Kalau penerapan metode, e, media comic strips itu sendiri pada konteks pembelajaran writing-nya sudah sesuai belum Bu?"
- T: "Comicnya dengan, iya. Sudah sesuai. Iya."
- R: "Lalu, kalau interaksi siswa, atau konsentrasi siswa, tanggapan siswa?"
Kalau kami saat menerangkan itu bagaimana Bu?"
- T: "Nah, itu yang menjadi kendala Mbak. Karena apa, e, siswa, nggak tahu ya, karena usianya, apa memang warna kelasnya. Itu kalau yang kelas 8D itu memang awal itu to, ketika kita bilang 'hey' atau apa, itu mereka melihat apa namanya, mungkin berapa detik mereka terus apa namanya, perhatian ke kita. Tapi nanti kalau ketika sudah berlangsung agak lama, itu kan mereka nanti kembali seperti mau beraktivitas sendiri atau gimana. Iya, ya, itu, untuk apa namanya, me-, me-, apa, memanggil atensi mereka itu kita juga harus memanggilnya berkali-kali, gitu lho. Seperti itu. Jadi tidak, tep terus gini. Mereka tetep terus mengikuti terus seperti itu nggak to. Gitu. He'e."
- R: "Jadi, kendala terbesar dikelasnya adalah e, mengajak siswa untuk me..."
- T: "Iya, masuk ke materi kita. Itu tetep sulit, iya."
- R: "Em, nanti dulu ya, Bu. Karena apa, pekerjaannya belum semuanya dikoreksi. Makasih ya, Bu."
- T: "Ini nanti skornya juga seperti yang kemarin itu to?"
- R: "Untuk kodenya sudah cuma 'c' apa, gitu."
- T: "Iya, ini tak masukkan ke ulangan recount juga nggak papa lho, Mbak."
- R: "O, ya Bu."

APPENDIX H

THE STUDENTS’ ATTENDANCE LIST

STUDENTS' ATTENDANCE LIST

[illegible]

APPENDIX I

STUDENTS'

WRITING

SCORES

Students' Writing Scores: Pre –test

Rater: Yuliana Istiyani

NO.	NAME	C	O	LU	V	M
1	ADE RIO PERDANA KUSUMA	2	2	2	3	2
2	BAYU WASKITA AJI HUTAMA	2	3	1	2	2
3	DAVID ARDIAN RUKMANA	2	2	1	2	2
4	DWI ANDI PRASETIYO	1	1	1	1	1
5	DWI KRISTIANTO	1	1	1	1	1
6	DWI KURNIAWAN	2	2	2	3	2
7	DWI WAHYU PUSPANDARI	2	2	2	2	2
8	ESA ZAKY FAUZAN	2	2	1	1	1
9	FELLA ROSA KRISMANANDA	3	3	2	2	2
10	FERRA SANTIASTITI	1	1	1	1	1
11	FITRI KURNIA DEWI	2	2	2	3	3
12	GINANJAR PRASETYO	1	1	1	1	1
13	GUNTUR WICAKSONO	1	1	1	1	1
14	HAFIDZ NUR RAHMAN	1	1	1	1	1
15	HARIYONO FANDY RIYANTO	1	1	1	1	1
16	HELVI AYU OKTAVIA	2	2	1	1	2
17	HUSEIN MUHAMMED AL KHATAMI	1	1	1	1	1
18	INDRIYANI NUR WIDODO	3	2	2	2	3
19	KRISTİYANA YOGA PRATAMA	1	1	1	1	1
20	LUTHFIA FIRDA RAHMADIYANTI	2	1	1	1	2
21	MEYRLINA KUSUMA RIYADI PUTRI	3	3	2	2	2
22	NATASYA SAFITRI	3	3	2	2	2
23	NOVIA EKA WULANDARI	1	1	1	1	1
24	RAGANDI KISCANDRA	1	1	1	1	1
25	RAHAYU ROHMI UTAMI	3	3	2	2	2
26	RIANA INDRIANI	2	2	2	2	2
27	RISKAWATI TRI PURNAMA NINGRUM	3	3	2	3	2
28	RIZKY BERLIANI	2	3	2	2	2
29	SHELLA SELVIANA PUTRI	2	2	2	2	2
30	SUBEKTI SARAS RAHAYU	1	1	1	1	1
31	SYEIKHI IMAM IRAWAN	2	2	2	2	2
32	TAUFIQ NUROHMAN CAHYO WICAKSONO	2	1	1	1	1
33	TUTIK SUMIYARTININGSIH	2	3	2	2	3
34	YOGI DARMA PAMUNGKAS	2	2	1	1	1
35	ZAKY DAYNUGROHO	1	1	1	1	1

Students' Writing Scores: Pre –test**Rater: Ana Betty Yuliana, S.Pd.**

NO.	NAME	C	O	LU	V	M
1	ADE RIO PERDANA KUSUMA	3	3	3	3	3
2	BAYU WASKITA AJI HUTAMA	3	3	2	3	3
3	DAVID ARDIAN RUKMANA	2	2	2	1	1
4	DWI ANDI PRASETIYO	2	1	2	2	2
5	DWI KRISTianto	1	1	1	1	1
6	DWI KURNIAWAN	3	3	3	3	3
7	DWI WAHYU PUSPANDARI	2	2	2	2	2
8	ESA ZAKY FAUZAN	2	2	1	1	2
9	FELLA ROSA KRISMANANDA	3	3	3	2	2
10	FERRA SANTIASTITI	1	1	1	1	1
11	FITRI KURNIA DEWI	4	4	3	4	3
12	GINANJAR PRASETYO	1	1	1	1	1
13	GUNTUR WICAKSONO	1	1	1	1	1
14	HAFIDZ NUR RAHMAN	1	1	1	1	1
15	HARIYONO FANDY RIYANTO	1	1	1	1	1
16	HELVI AYU OKTAVIA	2	2	2	2	2
17	HUSEIN MUHAMMED AL KHATAMI	1	1	1	1	1
18	INDRIYANI NUR WIDODO	4	4	3	4	4
19	KRISTİYANA YOGA PRATAMA	1	1	1	1	1
20	LUTHFIA FIRDA RAHMADIYANTI	2	2	2	2	2
21	MEYRLINA KUSUMA RIYADI PUTRI	3	3	2	3	3
22	NATASYA SAFITRI	4	4	2	3	3
23	NOVIA EKA WULANDARI	1	1	1	1	1
24	RAGANDI KISCANDRA	1	1	1	1	1
25	RAHAYU ROHMI UTAMI	3	3	2	3	3
26	RIANA INDRIANI	2	2	2	2	2
27	RISKAWATI TRI PURNAMA NINGRUM	2	2	2	2	2
28	RIZKY BERLIANI	2	2	2	2	2
29	SHELLA SELVIANA PUTRI	1	1	1	1	1
30	SUBEKTI SARAS RAHAYU	1	1	1	1	1
31	SYEIKHI IMAM IRAWAN	2	2	2	2	2
32	TAUFIQ NUROHMAN CAHYO WICAKSONO	1	1	1	1	1
33	TUTIK SUMIYARTININGSIH	2	2	2	2	2
34	YOGI DARMA PAMUNGKAS	1	1	1	1	1
35	ZAKY DAYNUGROHO	1	1	1	1	1

Students' Writing Scores: Post-test Action 1**Rater: Yuliana Istiyani**

NO.	NAME	C	O	LU	V	M
1	ADE RIO PERDANA KUSUMA	3	3	2	2	2
2	BAYU WASKITA AJI HUTAMA	4	4	2	2	3
3	DAVID ARDIAN RUKMANA	1	1	2	1	1
4	DWI ANDI PRASETIYO	4	4	3	3	2
5	DWI KRISTIANO	2	2	1	1	1
6	DWI KURNIAWAN	3	4	2	2	3
7	DWI WAHYU PUSPANDARI	3	3	2	2	2
8	ESA ZAKY FAUZAN	2	3	2	2	2
9	FELLA ROSA KRISMANANDA	2	3	2	2	3
10	FERRA SANTIASTITI	3	3	3	3	3
11	FITRI KURNIA DEWI	4	4	2	3	3
12	GINANJAR PRASETYO	1	1	1	1	1
13	GUNTUR WICAKSONO	2	3	2	2	2
14	HAFIDZ NUR RAHMAN	3	3	1	1	1
15	HARIYONO FANDY RIYANTO	2	1	1	1	1
16	HELVI AYU OKTAVIA	2	2	2	2	3
17	HUSEIN MUHAMMED AL KHATAMI	3	3	2	3	2
18	INDRIYANI NUR WIDODO	4	4	2	3	3
19	KRISTIYANA YOGA PRATAMA	3	3	1	1	2
20	LUTHFIA FIRDA RAHMADIYANTI	2	2	1	1	2
21	MEYRLINA KUSUMA RIYADI PUTRI	3	3	2	3	3
22	NATASYA SAFITRI	3	4	2	2	3
23	NOVIA EKA WULANDARI	4	4	3	3	3
24	RIGANDI KISCANDRA	1	1	1	1	1
25	RAHAYU ROHMI UTAMI	2	3	1	2	3
26	RIANA INDRIANI	2	2	2	2	1
27	RISKAWATI TRI PURNAMA NINGRUM	4	4	2	3	2
28	RIZKY BERLIANI	1	1	2	1	1
29	SHELLA SELVIANA PUTRI	2	2	2	2	2
30	SUBEKTI SARAS RAHAYU	2	2	2	2	2
31	SYEIKHI IMAM IRAWAN	2	3	2	2	2
32	TAUFIQ NUROHMAN CAHYO WICAKSONO	2	2	2	2	2
33	TUTIK SUMIYARTININGSIH	4	4	3	3	3
34	YOGI DARMA PAMUNGKAS	3	3	1	2	2
35	ZAKY DAYNUGROHO	4	3	3	3	2

Students' Writing Scores: Post-test Action 1

Rater: Fia Nurasi Pratiwi

NO.	NAME	C	O	LU	V	M
1	ADE RIO PERDANA KUSUMA	3	3	2	2	2
2	BAYU WASKITA AJI HUTAMA	4	4	2	2	3
3	DAVID ARDIAN RUKMANA	1	1	2	1	1
4	DWI ANDI PRASETIYO	3	3	2	1	1
5	DWI KRISTIANO	1	1	1	1	2
6	DWI KURNIAWAN	3	3	1	1	3
7	DWI WAHYU PUSPANDARI	3	3	3	2	3
8	ESA ZAKY FAUZAN	2	3	2	2	2
9	FELLA ROSA KRISMANANDA	2	3	2	2	3
10	FERRA SANTIASTITI	3	3	3	3	3
11	FITRI KURNIA DEWI	3	3	2	1	2
12	GINANJAR PRASETYO	1	1	1	1	1
13	GUNTUR WICAKSONO	2	1	2	1	2
14	HAFIDZ NUR RAHMAN	3	3	1	1	1
15	HARIYONO FANDY RIYANTO	2	1	1	1	1
16	HELVI AYU OKTAVIA	2	2	2	2	2
17	HUSEIN MUHAMMED AL KHATAMI	3	3	2	2	2
18	INDRIYANI NUR WIDODO	4	4	2	3	3
19	KRISTIANA YOGA PRATAMA	3	3	1	1	2
20	LUTHFIA FIRDA RAHMADIYANTI	2	2	1	1	2
21	MEYRLINA KUSUMA RIYADI PUTRI	3	3	1	1	3
22	NATASYA SAFITRI	1	2	1	1	3
23	NOVIA EKA WULANDARI	3	3	2	2	3
24	RAGANDI KISCANDRA	1	1	1	1	1
25	RAHAYU ROHMI UTAMI	2	3	1	2	3
26	RIANA INDRIANI	2	1	1	1	1
27	RISKAWATI TRI PURNAMA NINGRUM	4	3	2	2	2
28	RIZKY BERLIANI	1	1	2	2	2
29	SHELLA SELVIANA PUTRI	2	2	2	2	2
30	SUBEKTI SARAS RAHAYU	2	2	2	2	2
31	SYEIKHI IMAM IRAWAN	3	2	2	2	1
32	TAUFIQ NUROHMAN CAHYO WICAKSONO	2	2	2	2	2
33	TUTIK SUMIYARTININGSIH	3	3	2	2	2
34	YOGI DARMA PAMUNGKAS	1	1	2	2	1
35	ZAKY DAYNUGROHO	3	2	3	3	3

Students' Writing Scores: Post-test Action 2

Rater: Yuliana Istiyani

NO.	NAME	C	O	LU	V	M
1	ADE RIO PERDANA KUSUMA	4	4	3	3	3
2	BAYU WASKITA AJI HUTAMA	3	3	2	2	3
3	DAVID ARDIAN RUKMANA	3	2	2	2	2
4	DWI ANDI PRASETIYO	3	2	1	1	1
5	DWI KRISTIANO	2	2	2	1	1
6	DWI KURNIAWAN	3	3	2	3	3
7	DWI WAHYU PUSPANDARI	3	3	2	3	3
8	ESA ZAKY FAUZAN	3	3	2	3	3
9	FELLA ROSA KRISMANANDA	3	3	3	3	3
10	FERRA SANTIASTITI	3	3	2	3	3
11	FITRI KURNIA DEWI	3	2	2	2	2
12	GINANJAR PRASETYO	3	3	1	2	2
13	GUNTUR WICAKSONO	3	2	1	1	1
14	HAFIDZ NUR RAHMAN	2	2	1	1	1
15	HARIYONO FANDY RIYANTO	2	2	1	1	1
16	HELVI AYU OKTAVIA	3	3	2	3	3
17	HUSEIN MUHAMMED AL KHATAMI	3	3	2	3	3
18	INDRIYANI NUR WIDODO	4	4	3	3	3
19	KRISTİYANA YOGA PRATAMA	3	3	2	2	2
20	LUTHFIA FIRDA RAHMADIYANTI	3	3	2	2	3
21	MEYRLINA KUSUMA RIYADI PUTRI	3	3	2	2	2
22	NATASYA SAFITRI	3	3	2	3	3
23	NOVIA EKA WULANDARI	4	4	2	3	3
24	RAGANDI KISCANDRA	2	2	2	2	2
25	RAHAYU ROHMI UTAMI	2	2	1	1	2
26	RIANA INDRIANI	2	2	1	1	1
27	RISKAWATI TRI PURNAMA NINGRUM	4	4	3	3	3
28	RIZKY BERLIANI	4	4	3	3	3
29	SHELLA SELVIANA PUTRI	3	3	2	3	3
30	SUBEKTI SARAS RAHAYU	2	2	2	2	2
31	SYEIKHI IMAM IRAWAN	2	2	2	2	2
32	TAUFIQ NUROHMAN CAHYO WICAKSONO	4	4	3	3	3
33	TUTIK SUMIYARTININGSIH	4	4	3	3	3
34	YOGI DARMA PAMUNGKAS	2	2	1	1	1
35	ZAKY DAYNUGROHO	3	3	2	3	3

Students' Writing Scores: Post-test Action 2

Rater: Anna Betty Yuliana, S.Pd.

NO.	NAME	C	O	LU	V	M
1	ADE RIO PERDANA KUSUMA	4	4	3	3	3
2	BAYU WASKITA AJI HUTAMA	3	3	2	2	2
3	DAVID ARDIAN RUKMANA	3	2	2	2	1
4	DWI ANDI PRASETIYO	3	2	1	1	1
5	DWI KRISTIANTO	3	2	1	1	1
6	DWI KURNIAWAN	3	3	2	2	2
7	DWI WAHYU PUSPANDARI	3	3	2	2	2
8	ESA ZAKY FAUZAN	3	2	1	1	1
9	FELLA ROSA KRISMANANDA	3	3	3	3	3
10	FERRA SANTIASTITI	3	3	2	3	3
11	FITRI KURNIA DEWI	3	3	3	3	3
12	GINANJAR PRASETYO	3	2	1	1	1
13	GUNTUR WICAKSONO	3	3	1	1	1
14	HAFIDZ NUR RAHMAN	3	2	2	2	2
15	HARIYONO FANDY RIYANTO	2	2	1	1	1
16	HELVI AYU OKTAVIA	3	3	2	3	3
17	HUSEIN MUHAMMED AL KHATAMI	4	3	2	3	2
18	INDRIYANI NUR WIDODO	4	4	3	3	3
19	KRISTİYANA YOGA PRATAMA	3	3	2	2	2
20	LUTHFIA FIRDA RAHMADIYANTI	3	3	3	3	3
21	MEYRLINA KUSUMA RIYADI PUTRI	2	2	1	1	1
22	NATASYA SAFITRI	3	3	3	3	3
23	NOVIA EKA WULANDARI	4	4	2	3	3
24	RAGANDI KISCANDRA	2	2	1	1	1
25	RAHAYU ROHMI UTAMI	2	2	1	1	1
26	RIANA INDRIANI	2	2	1	1	1
27	RISKAWATI TRI PURNAMA NINGRUM	4	4	3	3	3
28	RIZKY BERLIANI	3	3	3	3	3
29	SHELLA SELVIANA PUTRI	3	3	3	2	2
30	SUBEKTI SARAS RAHAYU	1	1	2	2	2
31	SYEIKHI IMAM IRAWAN	1	1	2	2	2
32	TAUFIQ NUROHMAN CAHYO WICAKSONO	4	3	2	3	3
33	TUTIK SUMIYARTININGSIH	4	4	3	3	3
34	YOGI DARMA PAMUNGKAS	2	2	1	1	1
35	ZAKY DAYNUGROHO	4	4	2	3	3

Students' Writing Scores: Post-test**Rater: Yuliana Istiyani**

NO.	NAME	C	O	LU	V	M
1	ADE RIO PERDANA KUSUMA	4	4	4	4	4
2	BAYU WASKITA AJI HUTAMA	4	4	2	2	3
3	DAVID ARDIAN RUKMANA	3	3	2	2	3
4	DWI ANDI PRASETIYO	3	3	2	2	2
5	DWI KRISTIANTO	2	2	2	2	2
6	DWI KURNIAWAN	4	4	2	2	3
7	DWI WAHYU PUSPANDARI	4	4	2	2	3
8	ESA ZAKY FAUZAN	4	4	3	3	3
9	FELLA ROSA KRISMANANDA	4	4	3	3	3
10	FERRA SANTIASTITI	3	3	2	3	2
11	FITRI KURNIA DEWI	4	4	3	4	4
12	GINANJAR PRASETYO	3	2	3	3	3
13	GUNTUR WICAKSONO	3	3	2	2	2
14	HAFIDZ NUR RAHMAN	2	3	2	2	2
15	HARIYONO FANDY RIYANTO	3	3	2	2	2
16	HELVI AYU OKTAVIA	4	4	3	3	3
17	HUSEIN MUHAMMED AL KHATAMI	4	4	2	3	3
18	INDRIYANI NUR WIDODO	4	4	3	4	4
19	KRISTİYANA YOGA PRATAMA	4	4	3	4	4
20	LUTHFIA FIRDA RAHMADIYANTI	3	3	3	3	3
21	MEYRLINA KUSUMA RIYADI PUTRI	4	3	3	3	3
22	NATASYA SAFITRI	4	3	3	3	3
23	NOVIA EKA WULANDARI	4	3	3	3	3
24	RAGANDI KISCANDRA	4	3	3	3	3
25	RAHAYU ROHMI UTAMI	3	3	3	3	2
26	RIANA INDRIANI	3	3	2	2	3
27	RISKAWATI TRI PURNAMA NINGRUM	4	4	4	4	4
28	RIZKY BERLIANI	4	4	2	3	3
29	SHELLA SELVIANA PUTRI	4	3	3	3	3
30	SUBEKTI SARAS RAHAYU	3	3	4	4	4
31	SYEIKHI IMAM IRAWAN	4	4	3	3	3
32	TAUFIQ NUROHMAN CAHYO WICAKSONO	4	4	2	3	3
33	TUTIK SUMIYARTININGSIH	4	4	4	3	4
34	YOGI DARMA PAMUNGKAS	3	2	2	2	2
35	ZAKY DAYNUGROHO	4	4	3	4	3

Students' Writing Scores: Post-test**Rater: Ana Betty Yuliana, S.Pd.**

NO.	NAME	C	O	LU	V	M
1	ADE RIO PERDANA KUSUMA	4	4	4	4	4
2	BAYU WASKITA AJI HUTAMA	4	3	3	4	3
3	DAVID ARDIAN RUKMANA	3	3	3	3	3
4	DWI ANDI PRASETIYO	2	2	2	2	2
5	DWI KRISTIANTO	2	2	2	2	2
6	DWI KURNIAWAN	3	3	2	3	2
7	DWI WAHYU PUSPANDARI	3	3	3	3	3
8	ESA ZAKY FAUZAN	3	2	3	3	2
9	FELLA ROSA KRISMANANDA	4	3	3	4	3
10	FERRA SANTIASTITI	2	2	2	3	2
11	FITRI KURNIA DEWI	4	3	3	3	3
12	GINANJAR PRASETYO	3	2	3	2	2
13	GUNTUR WICAKSONO	2	2	2	2	2
14	HAFIDZ NUR RAHMAN	2	2	2	2	2
15	HARIYONO FANDY RIYANTO	3	2	2	3	2
16	HELVI AYU OKTAVIA	4	3	3	3	3
17	HUSEIN MUHAMMED AL KHATAMI	3	3	3	3	3
18	INDRIYANI NUR WIDODO	3	2	2	3	2
19	KRISTİYANA YOGA PRATAMA	3	2	3	2	2
20	LUTHFIA FIRDA RAHMADIYANTI	3	3	3	3	3
21	MEYRLINA KUSUMA RIYADI PUTRI	4	3	3	3	3
22	NATASYA SAFITRI	3	2	3	3	2
23	NOVIA EKA WULANDARI	3	2	3	3	2
24	RIGANDI KISCANDRA	3	3	2	3	2
25	RAHAYU ROHMI UTAMI	3	2	3	3	2
26	RIANA INDRIANI	3	2	3	3	2
27	RISKAWATI TRI PURNAMA NINGRUM	4	4	3	4	4
28	RIZKY BERLIANI	3	2	2	3	2
29	SHELLA SELVIANA PUTRI	3	2	3	3	2
30	SUBEKTI SARAS RAHAYU	3	3	3	3	3
31	SYEIKHI IMAM IRAWAN	3	2	3	3	2
32	TAUFIQ NUROHMAN CAHYO WICAKSONO	3	2	3	3	2
33	TUTIK SUMIYARTININGSIH	4	3	4	4	3
34	YOGI DARMA PAMUNGKAS	3	2	2	2	2
35	ZAKY DAYNUGROHO	4	4	3	4	3

APPENDIX J

STUDENTS’ WRITINGS

THE STUDENTS' WRITINGS

Name : Fitri Kurnia Dewi
 Student Number : 11
 Class : VIII D
 Date : 12 October 2012

Retell what you did in your holiday last semester. Choose one of the following topics.


- Spending your holiday at the beach
- Going to the zoo on your holiday
- Visiting a museum on the weekend
- Going to your uncle's house
- Going to your grand parents' house
- Camping with your friends
- Going fishing with your brothers, friends or parents
- Having Lebaran's day with your family
- Shopping with your friends
- Riding bicycle on the holiday

Going to the zoo on my Holiday
 Last Sunday, I went to Gembira Loka zoo. I stayed
 at my brother and my sister.
 In the morning, I, my brother and my sister prefer to
 Gembira Loka zoo. We went to zoo by car.

Name : Zakiyah Nur Hafidza
 Class : VIII D
 Date : 12 October 2012

Going to Zoo

Last Sunday, I went to Gembira Loka zoo. I went to Gembira Loka zoo with my friends.
 We went to Gembira Loka zoo by Bus. We went to Gembira Loka Zoo on Sunday morning.
 The Gembira Loka Zoo is very crowded. there were many traders. after buy the ticket
 We went to see the animal in the zoo. there are many animals, there are Tiger, Monkey,
 Snake, Zebra, Elephant, and many birds. After I and friends look the animals, I and
 friends Lunch, I am Lunch a meat ball.



Name : Fitri Kurnia Dewi
 St. No : 11
 Class : VIII D
 Date : 13th November 2012

Write about your unforgettable experience. It should be at least 10 sentences.

The Night Fair

That Night I went to a night fair. There I saw many toys. There I met my boy friend. He arrived with his friend. That night I was very happy. Because we did not meet for a long time. Finally, he asked to go around. We entered a ghost house. In the ghost house I was scare. But because there was them, that feeling. Fear lost.

At 21.30 p.m I went home. He accompanied me to go home. That night, I was very happy.

POST-TEST

Name : Fitri Kurnia Dewi
 Student Number : 11
 Class : VIII D
 Date :

Retell what you did in your holiday last semester. Write it in at least 10 sentences.

Going Sambirari Temple

Last week, I and my friends go to Sambirari temple. We went by motor cycle. We went at 13.00 p.m.

There arrived, we direct entered. Every people ~~pay~~ paid Rp.1.000. After that, we take a picture. My friends take many picture. There, we ~~met~~ met tourist.

We feeling is very happy. But, we tired. After that, we go to home.

PORT TEST

Name : Zeddy Ranyanyane

Student Number : 35

Class : VIII D

Date :

Retell what you did in your holiday last semester. Write it in at least 10 sentences.

Holiday to the Beach.

Last Sunday, I and friend went to the beach. We went to the beach at 9.00 am. We arrive in the beach at 10.00 am. After that we look sight seeing a sea, and we see a boat. In the beach I and friend playing water.

After that I and friend have lunch. Grilled fish and we drink a young coconut. After ~~I and friend~~ ^{we} lunch, I and friend playing Volley ball in the beach. After that we swimming in the sea.

Finally, I and friend back to home. I and friend back to home at 4.00 pm. We arrive in the home at 5.00 pm. ~~being~~ ^{long} journey. We felt very happy.

Name : Ristawati Tri Purwati Hingrum

Class : VIII D

Number of Students : 27

Date : 16th October 2012


Assignment 1

Holiday in Gembiraloka Zoo

Last holiday, I was went to the gembiraloka zoo with my family. My family there ~~are~~ ^{was} my father, my mother, my sister and me. I was and my family went to the gembiraloka zoo by car, my father drove the car.

I was and my family to start from my home at 08.00 am. After that we arrived in the gembiraloka zoo at 09.00 am, then I was and my family bought the tickets in the lockets. In the gembiraloka zoo we was walking and saw the animal also to gave foods. In the gembiraloka zoo there was animals Giraffe, Elephant, Tiger, monkey, Bird and many others. In the gembiraloka zoo also there was restaurant, playing place and circus. After that we went home back because sun was shining.

My feeling after holiday in the gembiraloka zoo was really fun and happy.




Name : Ruskawati Tri P.H
 St. No. : 27
 Class : Eight D
 Date : 13th November 2012

Write about your unforgettable experience. It should be at least 10 sentences.

Going Depok Beach

In the holiday, I went to Depok beach. I was started from the home at 11.00 a.m and arrived at the Depok beach at 12.30 p.m. There I was saw beach and ship to sail. After that, I ate in a seafood restaurant. Then I played with my family. We played kite, my sister played ~~tennis~~ ^{sports} ~~tennis~~ ^{sports}. My parents took photograph then I bought special ship from Depok Beach. Next, I ate while I saw the scenery of Depok beach. Finally, I went home at 04.00 p.m. and arrived at 05.00 p.m.

My impression was my holiday made me ~~although~~ very happy and I still not forget although I was very tired.



POST-TEST

Name : Ruskawati Tri Purnamasari N
 Student Number : 27
 Class : VIII D
 Date :

Retell what you did in your holiday last semester. Write it in at least 10 sentences.

Holiday In Kalorarang

Last holiday I went to Kalorarang with my family. I and my family went to Kalorarang by car. My father drove car. We went from home at 11.00 ~~pm~~ ^{am} and arrived at 12.00 ~~pm~~ ^{am}.

Firstly we ~~were~~ took a walk while did sightseeing and photograph. After that we ~~also~~ ^{took} lunch in the restaurant. Then we played again. We came back home at 04.00 pm and arrived at 05.00 pm.

APPENDIX K

FIGURES

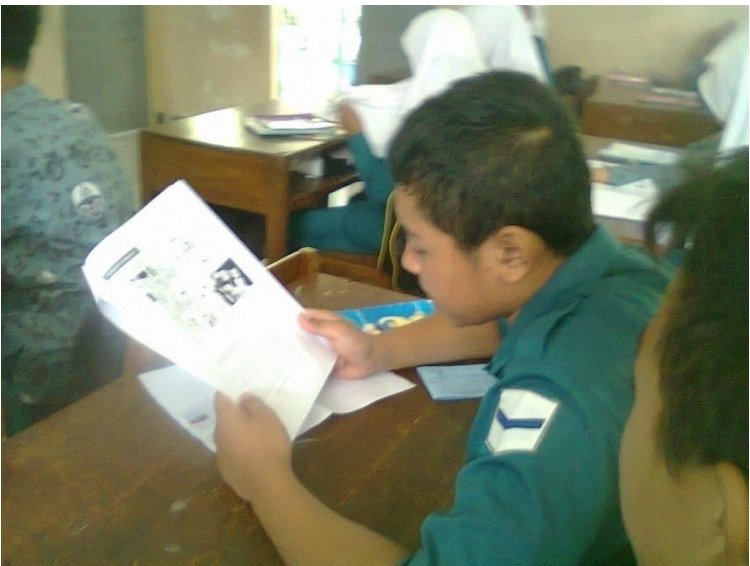
FIGURES



A student writes his answer in a completion task



The researcher asks the students to mention some words related to the comic strips.



A student reads the comic strips.



A student writes his recount text.



A student changes the verb forms.



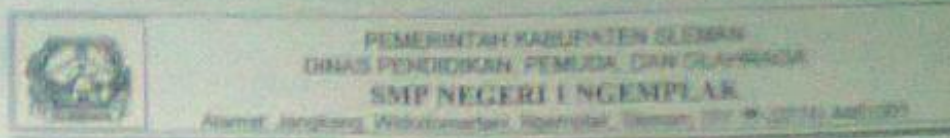
The students volunteer to list the verbs in the comic strips on their worksheet.



The students volunteer to arrange the comic strips.

APPENDIX L

LETTERS OF PERMISSION



SURAT KETERANGAN

Nomor : 0188/070/2012

Berdasarkan surat dari Badan Perencanaan Pembangunan Daerah Nomor: 070/Hapenda/2767/2012/2012, tanggal 10 Oktober 2012 tentang ijin penelitian, dengan ini Kepala SMPN 1 Ngemplak memberikan ijin kepada mahasiswa di bawah ini :

Nama	: YULIANA ISTIYANI
NIM	: 08202244021
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa Dan Seni UNY
Alamat Rumah	: Karanglo, Argomulyo, Cangkringan, Sleman
No Telp HP	: 085799137795

Untuk melakukan penelitian di SMP Negeri 1 Ngemplak, guna memperoleh data untuk penulisan Tesis Akhir Skripsi dengan judul :

IMPROVING STUDENTS' WRITING SKILLS THROUGH COMIC STRIPS IN GRADE VIII OF SMPN 1 NGEMPLAK

Waktu penelitian : 10 Oktober - 10 Januari 2012

Tingkat : Kelas VIII

Demikian surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Ngemplak, 12 Oktober 2012



Widyadarmasari Kuntara, M.A

0271-4411001/0281983031005

Jalan Pahlawan 100, Geger, Jalan, Geger, Yogyakarta 55214
 Telp: (0274) 888888, Faksimili: (0274) 888888
 E-mail: info@pemerintah.go.id, disaster@pemerintah.go.id

November 2010 • Volume 37 • Number 11 • 1787-1792

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

1. Bupati Siemam (sebagai laporan)
2. Kepala Kantor Kecamatan Bangga Kab. Siemam
3. Kepala Dinas Dispora Kab. Siemam
4. Kabud. Sosial Budaya Happeda Kab. Siemam
5. Camat Ngemplah
6. Kepala SMP N. 1 Ngemplah
7. Direktur Ek. Danmab di Sesi UNY
8. Yang Berkepentingan



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kantor: Gedung Sate, Yogyakarta, Telp: (0274) 562611 - 562674 (ruang)
 YOGYAKARTA 55132

SURAT KETERANGAN / LAM

07082201/100022

Surat Keterangan: Surat Keterangan Sekolah dan Saran LAM Nomor: 1208/PUNDA/128PM/2012
 Tanggal: 05 Oktober 2012 Perihal: Jn Penelitian

- Mengingat:
1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Peraturan bagi Penelitian Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan kegiatan Penelitian dan Pengembangan di Indonesia
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007 tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008 tentang Rencana Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Pasipikan, Rekomendasi, Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta

Ditujukan untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian studi lapangan kepada:

Nama: KULWA ESTIYANI NIP/1984 0825244021
 Tempat: Klaten, Yogyakarta
 Judul: IMPROVING STUDENTS WRITING SKILLS THROUGH COMIC STRIPS IN GRADE VII OF SMP NEGERI 1 NGEMPLAK
 Lokasi: SMP N 1 NGEMPLAK SLEMAN, Kab/Kota SLEMAN
 Waktu: 05 Oktober 2012 and 09 Januari 2013

Dengan Ketentuan:

1. Menyajikan surat keterangan ini, survei/penelitian/pendataan/pengembangan/pengkajian studi lapangan "1" dan Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan in dimaksud
2. Menyajikan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pemerintahan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adiprov.go.id dan menyerahkan dokumen asli yang sudah diarsipkan dan ditubuh cap institusi
3. In in harus dipergunakan untuk keperluan studi, dan pemegang in-wad harus menaruh ketentuan yang berlaku di lokasi penelitian
4. In penelitian dapat diarsipkan maksimal 2 (dua) kali dengan menyerahkan surat in kembali sebelum berakhir waktunya sesuai dengan persyaratan melalui website adiprov.go.id
5. In yang diberikan dapat dicabut sewaktu-waktu apabila pemegang in in tidak menaruh ketentuan yang berlaku

Dikatakan di Yogyakarta

Pada tanggal 05 Oktober 2012

A.n. Sekretaris Daerah

Kepada Pemerintahan dan Pembangunan

Kepada Pemerintahan dan Pembangunan



Penutup:

1. Ditandatangani Gubernur Daerah Istimewa Yogyakarta melalui Sekretaris
2. Ditandatangani Sekretaris Daerah
3. Ditandatangani Sekretaris Pemerintahan Daerah Provinsi DIY
4. Ditandatangani Sekretaris Sekolah dan Saran Universitas Negeri Yogyakarta
5. Ditandatangani